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PITMANIC

Shorthand Simplified

Geo A Browne
Montreal

A COMPLETE AND SYSTEMATIC EXPOSITION
OF PHONOGRAPHY, BASED ON THE
PITMANIC ALPHABET

BY

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OFFICIAL COURT STENOGRAPHER, MONTREAL

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GAB

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PREFACE.

A wonderful impetus has of late years been given to the study of Shorthand owing to its constantly increasing use in the business world and amongst professional men generally. This has resulted in a demand for simpler methods of instruction, and the natural consequence has been the publication of a great number of Shorthand text-books, the presumable object of the writers being to facilitate the acquisition of the art. The compilers of these recent publications, have, however, presented little or nothing that is new in exposition of the art; but, as will be found upon comparison, have merely followed the methods set forth in the text-books which have been before the public since almost the beginning of the century. The attempts of some of these authors in the direction of simplicity have merely resulted in abridgement—insufficient explanation and lack of illustration; while the predominating tendency has been to fill the text-books with a bewildering mass of theoretical technicalities which not only serve to confuse the mind, but in many instances render the study so discouraging that the student is compelled to give it up in despair.

This work presents the Pitman system of Phonography as modified by Graham—the system which is used most extensively in the United States and Canada--but the plan of presenting the subject to the learner differs radically and materially from the methods used by either of these authors. The method here presented has been thoroughly tested, and the results obtained sufficiently justify the writer in stating that, to the learner, it possesses advantages over the older methods which can scarcely be exaggerated, and that if the instructions are faithfully followed, it will render quite unnecessary the enormous expenditure of time and effort, and the immense amount of blind practice heretofore required in order to attain proficiency in the art.

INTRODUCTORY.

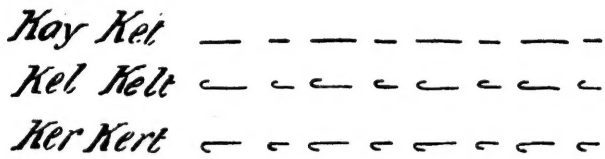
(1) Phonography, or Shorthand, as it is popularly called, is a method of representing the sounds of a language without reference to the ordinary spelling. Sounds form the ultimate analysis of spoken language and the basis of modern shorthand writing. While it is true theoretically that we have to deal with sounds in shorthand, yet practically it is true only to a limited degree. Both the reporter and the amanuensis rely almost solely on the consonant outlines of words, vowels being only occasionally inserted for the sake of greater legibility.

(2) In phonography, consonants are represented by symbols, called stems. These stems are formed from the simplest of geometrical signs—straight and curved lines. While certain stems represent single consonants only, the greater number of them are designed to represent frequently recurring groups of consonants. In other words, generally speaking, phonographic stems represent common syllables, the vowels and silent letters being purposely omitted.

(3) Obviously, therefore, the most sensible way to proceed to learn the art is to thoroughly memorize the stems and the syllables they represent. To facilitate their acquisition, the stems have been arranged in regular series, the initial stems of each series consisting of simple lines from which other stems are developed merely by the addition of a hook or hooks. With comparatively few exceptions, the stems follow a definite and systematic plan of formation. They are, therefore, easily learned and readily retained in the memory.

(4) The stems should be made rather slowly and precisely at first but as soon as learned they should be written with a free and easy movement and as rapidly as they can be made well. Make the characters small, neat and uniform in size. The shortened stems should be made a little less than half as long as the full length stems, in order that there may be no possible conflict. Make the light stems like hairs, and the shaded stems just heavy enough to readily distinguish them.

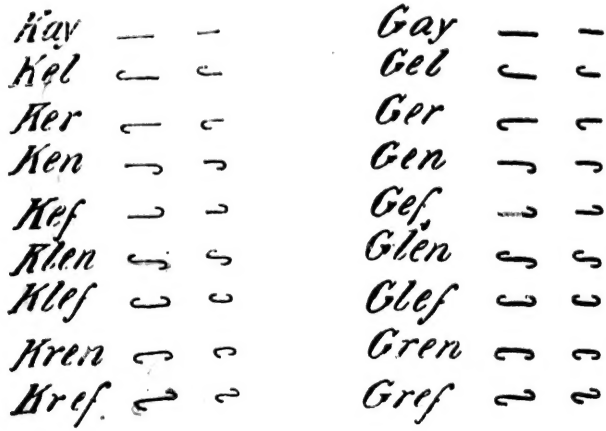
(5) Probably the best method of memorizing the stems is to repeatedly write them, naming each stem mentally as it is written ; thus :



Continue to practice the stems in this manner until their appearance is photographed on the memory, and until the hand is trained to make them easily, rapidly and faultlessly.

PHONOGRAPHIC STEMS.

(6) First Series of Straight Stems.



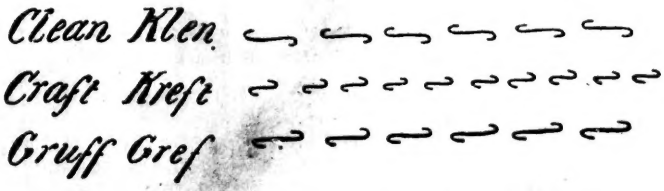
Note—These stems are written from left to right. The names of the full length stems will be given in each series as above. The principle of shortening adds the sound of "t." Shortened Kay is called Ket; shortened Gay is called Get. The other shortened stems are named simply by adding "t" to the name of the corresponding full length stem; thus, the names of the shortened stems in the above series are: Ket, Kelt, Kert, Kent, Keft, Klent, Kleft, Krent, Kreft; Get, Gelt, Gert, Gent (not Jent), Geft, Glent, Gleft, Grent, Greft.

(7) Observe that though the initial hooks (R and L) are made first they are read after the primary stem to which they are attached. The invariable order of reading a stem is (1) the primary stem, (2) the initial hook, (3) the final hook, (4) the letter implied by shortening. In the foregoing series, the shorthand symbols are intended to represent the consonants only, not the vowels. The vowels are merely used to enable us to name each group of consonants represented by a stem. Hence, the stem Kert may be called Kret; Gelt, Glet; Kren, Kern; Gren, Gern; Kel, Kleh; etc., etc. The vowel "e" is used in naming all except the primary stems.

(8) In determining the outline of a word, the sounded consonants only are considered, the vowels are purposely omitted, and the silent letters ignored. The ordinary spelling, therefore, has nothing whatever to do with the phonographic manner of writing it. To illustrate: The word "echo" is represented by the stem Kay, "h" being silent, and "c" having the sound of "k." Be careful not to confuse the stem Gay with the soft sound of "g." The stem Gay represents the hard sound of "g," as heard in the word "go," but not the soft sound as heard in the word "gem."

(9) The learner will soon notice that, generally speaking, there is a peculiar and striking resemblance between the name of the stem and the word or words represented by that particular stem. In fact, the stem may be designated as the skeleton outline of the word. In most cases the stem is immediately suggested by substituting the vowel "e" as heard in the word "net" for the accented vowel in the word; thus, the word "grain" gives the stem Gren; "Kane" or "cane" gives Ken; "crate" gives Kret; "kill" gives Kel; "cleft" gives Kleft; "gray" gives Greh—Ger; "cliff" gives Clef; etc., etc.

(10) The following exercise must not be attempted until the first series of stems has been thoroughly mastered. The student will practice this exercise, and each subsequent exercise until otherwise instructed, in the following manner: Make a list of the words in the exercise, writing but one word on a line at the left edge of your note book. Then, without consulting the Key to the exercise, determine for yourself, and write opposite each word the name of the stem which you think is the proper one to use. Now, compare your work with the Key immediately following the exercise, and when satisfied that you have the proper stem opposite each word, fill up the remaining space with the shorthand symbol, mentally naming the stem and associating it with the word it represents, while your pen or pencil is actually tracing it; thus:



Practise on paper ruled with red lines, and write the exercise over and over again until the correct forms instantly suggest themselves, and until they can be made with the utmost rapidity.

EXERCISE I.

(11) Write as directed in paragraph 10, the following words: Ache, colt, care, cane, crane, cuff, clef, Kent, clay, craned, coat, crave, cared, cave, clove, cleft, caved, core, echo, cold, crate, cone, cut, oak, account, court, crow, go, groan, gave, gloat, egg, grow, gloved, ground, glen, ogle, ago, gained, grade, gun, glove, grunt, gruff, gain, great, gold, goat, glow, grave, grey, gale.

Key—The stems which represent the words in the foregoing exercise are as follows:

Kay, Kelt, Ker, Ken, Kren, Kef, Klef, Kent, Kleh, Krent, Ket, Kref, Kert, Kef, Klef, Klett, Keft, Ker, Kay, Kelt, Kret, Ken, Ket, Kay, Kent, Kert, Ker, Gay, Gren, Gef, Glet, Gay, Ger, Gleft, Grent, Glen, Gel, Gay, Gent, Gret, Gen, Glef, Grent, Gref, Gen, Gret, Gelt, Get, Gel, Gref, Ger, Gel.

Note.—Observe that the word "cared" is represented by the stem Kert, and that "crave" and "craved" are represented by Kref and Kreft. No confusion will result from this representation, as the letters "t" and "d," "f" and "v" are natural pairs, and when they occur in a sentence the context will readily determine which letter is meant. The intelligent student will readily understand that "This is a colt day" is intended for "This is a cold day."

(12) It will be seen that many words entirely dissimilar in meaning are represented by the same phonographic outline. When written by themselves, they cannot be distinguished, but when they appear in a sentence, the connected sense will usually determine which word is intended. For the present, therefore, this similarity of outline is a matter of little consequence. In due course vowel placing will be taught, so that outlines, which otherwise would be similar, may, whenever it is necessary, be distinguished by the insertion of the requisite vowel. The learner must understand, therefore, that no attempt is to be made to read the words he is learning to write until they appear in sentences in his own reporting notes, when the necessary vowels will also appear in the shape of small detached dots and dashes.

(13) The initial hooks are designed to represent the close combination of "l" or "r" with the preceding consonant, and are, therefore, used principally in such words as contain no intervening vowel, as in the words "play" and "pray," but not in the words "pair" and "pale." However, to avoid long and inconvenient outlines, the initial hooks may be employed even when a distinct vowel intervenes between "l" or "r" and the preceding consonant. The final hooks and shortening principle are used respectively to represent the sound of "f" or "v," "n" and "t" or "d," when the consonant represented terminates a syllable; as in the words cough, grave, cane, Kate, cloud, but not in such words as coffee, gravy, canoe, Katie or cloudy.

(14)—Second Series of Straight Stems.

Tee			*Dee*		
Tel			*Del*		
Ter			*Der*		
Ten			*Den*		
Tef			*Def*		
Tlen			*Dlen*		
Tlef			*Dlef*		
Tren			*Dren*		
Tref			*Dref*		

Note —These stems are written downward. The short stems are regularly named: Tet, Telt, Tret; Det, Delt, Dert, etc.

EXERCISE 2.

(15) Write the stems for the following words:

Ate, told, train, tough, toad, tray, attained, trained, turf, trait, tell, uttered, tone, it, tuft, utter; aid, done, drove, odor, do, Dave, drain, dead, don't, dray, drained, dread, deft, debt.

Key—Tee, Telt, Tren, Tef, Tet, Ter, Tent, Trent, Terf, Tret, Tel, Tert, Ten, Tee, Teft, Ter; Dee, Den, Dref, Der, Dee, Def, Dren, Det, Dent, Der, Drent, Dret, Deft, Det.

(16)—Third Series of Straight Stems.

Pee		Bee	
Pel		Bel	
Per		Ber	
Pen		Ben	
Pef		Bef	
Plen		Blen	
Pren		Bren	
Plef		Blef	
Pref		Bref	

Note—These stems are inclined to the left sufficiently to distinguish them from the vertical stems. They are written downwards. The short stems are named in the regular way: Pet, Pelt or Plet, Pert or Pret; Bet, Belt or Blet, Bert or Bret, Bent, etc.

EXERCISE 3.

(17) Write the stems for the following words: Play, up, upon, plain, prove, plate, prone, paint, aped, pray, puff, proved, pain, pay, pelf, puffed, prate, pet, plaint, open, upper; be, blow, blend, bone, bled, brain, boat, blunt, bend, bread, blade, brained, believed, bay, braved, buff, able, bray, blown, brave, bed, believe.

Key—Pel, Pee, Pen, Plen, Pref, Plet, Pren, Pent, Pet, Per, Pef, Preft, Pen, Pee, Pelf, Peft, Pret, Pet, Plent, Pen, Per; Bee, Bel, Blent, Ben, Blet, Bren, Bet, Blent, Bent, Bret, Blet, Brent, Bleft, Bee, Breft, Bef, Bel, Ber, Blen, Bref, Bet, Blef.

(18)—Fourth Series of Straight Stems.

Chay			Jay		
Chel			Jel		
Cher			Jer		
Chen			Jen		
Chef			Jef		
Chern			Jern		

Note—The stems of this series are inclined to right as those of the third series are inclined to the left. They are written downward. The short stems are regularly named, viz: Chet, Chelt, Chert, Jet, Jelt, Jert, etc. Chay represents the sound of "ch" as heard in "church." The soft sound of "g" as heard in "age" is represented by the stem "Jay."

EXERCISE 4.

(9) Write—Etch, chain, chair, etched, churn, chained, chart, churned, chafe, chafed, Joe, Jane, jet, edge, adjourn, jailed, Jove, adjourned.

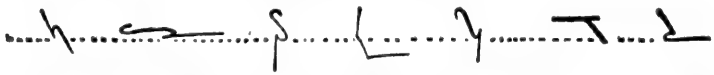
Key—Chay, Chen, Cher, Chet, Chern, Chent, Chert, Chernt, Chef, Cheft, Jay, Jen, Jet, Jay, Jern, Jelt, Jef, Jernt.

TO THE STUDENT.

The student is recommended to use none but the best writing materials, even in the most elementary practice, otherwise he will do bad work, make poor progress, and become discouraged. The paper should always be ruled. Heavy foolscap is suitable for practice when the ordinary shorthand note books, which are ruled with red lines, are not available. Either a fine pen or a pencil of medium softness may be used, although the pen is preferable.

Words of More Than One Stem.

(20) Rule—Let the first upright or inclined stem rest upon the line of writing, and then, without lifting the pen, write the remaining stem or stems, each in its proper direction. Horizontal stems, therefore, should be written high enough above the line to permit the following inclined stem to rest on the line. If, however, the outline consists wholly of horizontal stems, it is written on the line. Notice carefully the following examples:



Paper Clinic Plenty Topic Brevity Gable Bugle

Note.—In words like "paper," "gable," etc., the hook is made by slightly retracing the preceding stem.

EXERCISE 5.

(21) Write: Caper, coach, cupboard, Katie, credit, caged, club, clipped, clutch, Kentucky, canopy, cabinet, cubic, clinic, gayety, grope, gulp, gauged, gape.

Key—Kay-Per, Kay-Chay, Kay-Berd, Kay-Tee, Ker-Det, Kay-Jed, Kel-Bee, Kel-Pet, Kel-Chay, Kent-Kay, Ken-Pee, Kay-Ben-Tee, Kay-Bee-Kay, Klen-Kay, Gay-Tee, Ger-Pee, Gel-Pee, Gay-Jed, Gay-Pee.

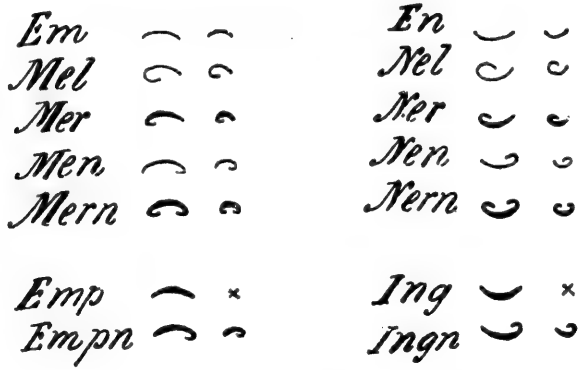
(22) Write: Total, topic, token, Turkey, traffic, tenet, Atlanta, treachery, trench, decay, drape, delicate, drapery, drugged, drudgery, decline, drainage, donate, devote, gigantic.

Key—Tee-Tel, Tee-Pee-Kay, Tee-Ken, Ter-Kay, Tref-Kay, Ten-Tee, Tlen-Tee, Ter-Cher, Tren-Chay, Dee-Kay, Der-Pee, Del-Ket, Der-Per, Der-Ged, Der-Jer, Dee-Klen, Dren-Jay, Den-Tee, Def-Tee, Jay-Gent-Kay.

(23) Write: Petty, poached, poker, pagan, approach, purple, prickly, provoked, private, probe, panic, plunge, painted, prophetic, broke, baked, buckle, bubble, budge, brevity, blended, beg, check, chirp, church, joke, Jericho.

Key—Pee-Tee, Pee-Chet, Pee-Ker, Pee-Gen, Per-Chay, Per-Pel, Per-Kel, Pref-Ket, Pref-Tee, Per-Bee, Pen-Kay, Plen-Jay, Pent-Dee, Preft-Kay, Bee-Kay, Bee-Ket, Bee-Kel, Bee-Bel, Bee-Jay, Bref-Tee, Blend-Dee, Bee-Gay, Chay-Kay, Cher-Pee, Cher-Chay, Jay-Kay, Jer-Kay.

(24)—First Series of Curved Stems.



Note.--The shortened stems are named: Met, Melt, Mert Ment, Mernt, Net, Nelt, Nert, Nent, Nernt; Empnd; Ingnd. The stems Emp (or Emb) and Ing are never shortened. The hooks are made large in Mel and Nel in order to distinguish them from other stems to be subsequently explained. Mer and Ner are shaded for the same reason. No confusion will result from shading Mer and Ner, as the stems Emp and Ing do not take initial hooks. The stems of this series are written from left to right. Note carefully the degree of curvature.

EXERCISE 6.

(25) Write the stems for the following words: Aim, more, moan, met, mart, may, meant, mourned, am, amount, mourn; no, only, none, note, knelt, imp, impugn, impugned; moment, penalty, tunnel, claim, colonel, banner, t nner, permanent, telephone, money, proclaim, temple, Canada, management, chimney, chairman, payment, demand, enlighten, unlatch, intimate, indefinite, jump, plump, embank, King, Anglin, among.

Key: Em, Mer, Men, Met, Mert, Em, Ment, Mernt, Em, Ment, Mern, En, Nel, Nen, Net, Nelt; Emp, Empn, Empnd; Em-Ment, Pee-Nel-Tee, Tee-Nel, Kel-Em, Ker-Nel, Bee-Ner,

Tee-Ner, Per-Men-Ent, Telf-En, Em-En, Per-Kel-Em, Tee-Em-Pel, Kay-En-Dee, Em-En-Jay-Ment, Chay-Em-En, Cher-Men, Pee-Ment, Dee-Ment, Nel-Ten, Nel-Chay, Net-Met, En. Def-Net, Jay-Emp, Pel-Emp, Emb-Ing-Kay, Kay-Ing. Ing-Glen, Em-Ing.

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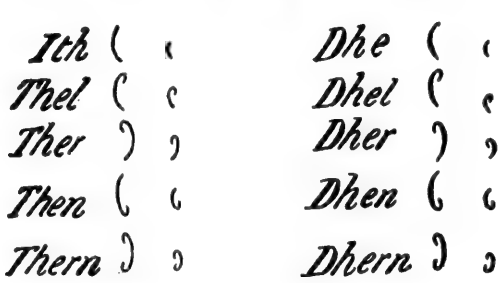
(26)—Second Series of Curved Stems.



Note—The names of the shortened stems are Thet, Thelt, Thert, Thent, Thernt; Dhet, Dhelt, Dhert, Dhent, Dhernt. In naming these stems the light ones are pronounced with the sound of "th" as heard in "think"; the shaded stems are pronounced with the heavier sound of "th" as in "that." These stems are written downward, and correspond with the vertical straight stems. It will be noticed that the F-hook is dispensed with in connection with curved stems.

EXERCISE 7.

(27) Write the stems for the following words:

Oath, thickly, Ethel, athlete, throw, threat, thin, authentic, throne, thirty, they, bathed, there, bather, bothered, then, threaten, thump, throng. throb, clothier, clothed, breath, methodical, gather, north, thatch, thereupon, thimble, thread, thumb, depth, breadth, thicker.

Key: Ith, Ith-Kel, Thel, Thelt, Ther, Thret, Then, Thent-Kay, Thren, Ther-Tee, Dhee, Bee-Dhet, Dher, Bee-Dher, Bee-Dhert, Dhen, Thret-En, Ith-Emp, Ther-Ing, Ther-Bee, Kel-Dher, Kel-Dhet, Ber-Ith, Em-Thet-Kel, Gay-Dher, Ner-Ith, Ith-Chay, Dher-Pen, Ith-Em-Bel, Thret, Ith-Em, Dee-Pee-Ith, Bred-Ith, Ith-Ker.

(28)—Third Series of Curved Stems.

Ef			*Vee*		
Fel			*Vel*		
Fer			*Ver*		
Fen			*Ven*		
Fren			*Vren*		
Flen			*Vlen*		

Note—The shortened stems are named in the usual manner, viz.: Fet, Felt, Fert, Fent, Frent, Flent; Vet, Velt, Vert, Vent, Vrent, Vlent. Carefully note the inclination and degree of curvature of these stems. They are written downward.

EXERCISE 8.

(29) Write the stems for the following words:

Foe, fate, fail, failed, fray, freight, fun, faint, flown, flint, frown, friend, vote, volt, very, avert, vain, vent, fetch, coffee, flatten, frame, flavor, fable, fruitful, flung, vertical, affidavit, cultivate, vamp, verdict, Frenchman, venom, vocal, pamphlet, flame, enough, voltage, travel, vigor, gravy, cavity, vapor, verbal, dreadful, mover, vindicate, notify, flattery, fringe, fragile, voucher, ferment, Fletcher, fluent, fragment, freckle, frivolity, fumigate, vegetable, verbatim, vivid.

Key: Ef, Fet, Fel, Felt, Fer, Fret, Fen, Fent, Flen, Flent, Fren, Frent, Vet, Velt, Ver, Vert, Ven, Vent, Ef-Chay, Kay-Ef, Felt-En, Fer-Em, Fel-Ver, Ef-Bel, Fret-Fel, Fel-Ing, Vert-Kel, Fet-Vet, Kelt-Vet, Vee-Emp, Vert-Ket, Fren-Chay-Men, Ven-Em, Vee-Kel, Pee-Em-Flet, Fel-Em, En-Ef, Velt-Jay, Ter-Vel, Vee-Ger, Ger-Vee, Kay-Vee-Tee, Vee-Per, Ver-Bel, Dred-Fel, Em-Ver, Vend-Ket, Net-Ef, Fel-Ter, Fren-Jay, Fer-Jel, Vee-Cher, Fer-Ment, Fel-Cher, Fel-Net, Fer-Gay-Ment, Fer-Kel, Fer-Vel-Tee, Ef-Em-Get, Vee-Jet-Bel, Ver-Bet-Em, Vee-Ved.

(30)—Fourth Series of Curved Stems.

Ish		*Zhay*	
Shel		*Zhel*	
Sher		*Zher*	
Shen		* * * *	
Shern		* * * *	

Note.—The names of the shortened stems are: Isht, Shert, Shent, Shernt, Zhert. The stems Shel and Zhel are always written upwards, and never stand alone; that is to say, they are used only when joined to another stem. Shel cannot, therefore, conflict with Shen. The remaining stems of this series are always written downward, excepting Ish and Isht, which are occasionally written upward when joined to another stem. When the former is so written it is called "Shay" for the sake of distinction. Some possible stems are omitted, as we have no use for them in English.

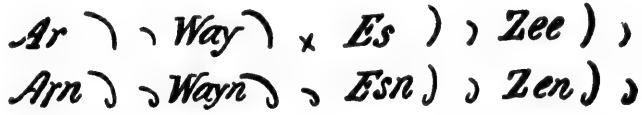
EXERCISE 9.

(31) Write the stems for the following words:

Show, share, shirt, shone, azure, crush, shaken, shorten, official, measure, casual, shape, attenuation, visual, pressure, bushel, negotiate, treasured, shipper, banished, furnished, clashed, glazier, initial, sugar, sheriff, shellac, shipment, shrimp, shank.

Key: Ish, Sher, Shert, Shen, Zher, Ker-Ish, Ish-Ken, Shert-En, Ef-Shel, Em-Zher, Kay-Zhel, Ish-Pee, Ten-Shen, Vee-Zhel, Per-Sher, Bee-Shel, En-Gay-Isht, Ter-Zhert, Ish-Per, Ben-Isht, Fern-Isht, Kel-Isht, Gel-Zher, En-Shel, Shay-Ger, Sher-Ef, Shel-Kay, Ish-Pee-Ment, Sher-Emp, Ish-Ing-Kay.

(32)—Fifth Series of Curved Stems.



Note.—The shortened stems are named: Art, Arnt, Waynd, Est, Esnt, Zet, Zent. The stems of this series are somewhat irregular, from the fact that they do not take initial hooks (the L and R hooks). They cannot, therefore, be mistaken for stems belonging to the second or third series of curves. The stem Way is never shortened. Observe that the Ar and Way stems are inclined to the left, while the Es and Zee stems are upright. These stems are written downward. Note carefully the manner in which they are used in the following exercise.

EXERCISE 10.

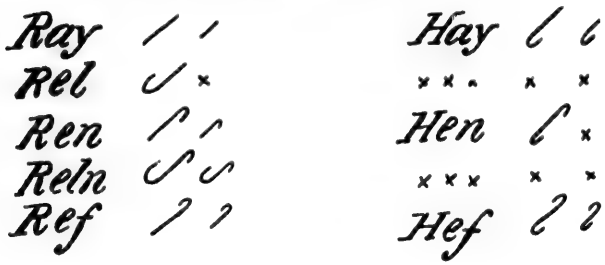
(33) Write the stems for the following words:

Are, iron, art, way, Wayne, wound, say, assign, assent, Zoe, zone, argument, fair, plainer, cleaner, remainder, awake, await, escapement, espy, asthma, estimate, esteem, finest, keenest, plainest, chaos, fancy, currency, frenzy, dizzy, Isaac, zinc, Ottawa.

Key: Ar, Arn, Art, Way, Wayn, Waynd, Es, Esn, Esnt, Zee, Zen, Ar-Gay-Ment, Ef-Ar, Plen-Ar, Klen-Ar, Ar-Mend-Ar, Way-Kay, Way-Tee, Es-Kay-Pee-Ment, Es-Pee, Es-Em, Est-Met, Est-Em, Fen-Est, Ken-Est, Plen-Est, Kay-Es, Fen-Es, Kren-Es, Fren-Zee, Dee-Zee, Zee-Kay, Zee-Ing-Kay, Tee-Way.

Remark: In the foregoing exercise the stems Klen-Ar and Plen-Ar are given for the words "cleaner" and "plainer," as they are preferable to the stems Kel-Ner and Pel-Ner for the expression of these words.

(34)—Sixth Series, Mixed Stems.



Note (*a*)—The shortened stems are: Ret, Rent, Relnt, Reft, Het, Heft. The hook is large in Rel. The stems of this series are always written *upward*, and when standing alone should be considerably slanted in order not to conflict with the Chay stems. The stems Ret and Het are never permitted to stand alone in order to positively distinguish them from Chet and Cheft. It will be noticed that there are two methods of representing the sound of R, viz.: By the straight stem Ray, given in this series, and by the curved stem Ar given in the Fifth series. The particular uses of these stems will be explained in a subsequent lesson.

Note (*b*)—The stem Lay is occasionally written downward, and when so written is called El. The stems Len, Lent and Let are written upward. Yay and Yayn are rarely used. They are both written downward.

EXERCISE 11.

(35) Write the stems for the following words:

Ray, roll, rain, rent, relent, rough, raved, hay, hove, heaved, low, late, alone, lend, yea, roar, refund, recline, relevant, realm, runner, rental, revel, rougher, regulate, replenish, reprieve, retrieve, rebuff, Harry, heavy, honey, heavier, Henry, lament, element, alimony, lithograph, labor, liquor, likely, level, leisure, loafer, lonely, linear, lender, early, lower, lake, earlier,

alike, irrelevant, violent, paver, diver, cover, engraver, maligner, mariner, venerable, behavior.

Key: Ray, Rel, Ren, Rent, Relnt, Ref, Reft, Hay, Hef, Heft, Lay, Let, Len, Lent, Yay, Ray-Ray, Ray-Fent, Ray-Klen, Rel-Vent, Rel-Em, Ren-Ar, Rent-Lay, Ref-Lay, Ref-Ray, Ray-Glet, Ray-Plen-Ish, Ray-Pref, Ray-Tref, Ray-Bef, Hay-Ray, Hay-Vee, Hay-En, Hef-Ray, Hen-Ray, Lay-Ment, El-Ment, El-Em-En, Lay-Ith-Gref, Lay-Ber, Lay-Ker, Lay-Kel, Lay-Vel, Lay-Zher, Lay-Fer, Len-Lay, Len-Ar, Lend-Ar, Ar-Lay, Lay-Ar, Lay-Kay, Ar-Lay-Ar, El-Kay, Ar-Lay-Vent, Vee-Lent, Pef-Ray, Def-Ray, Kef-Ray, En-Gref-Ray, Em-Len-Ar, Em-Ren-Ar, Ven-Ray-Bel, Bee-Hef-Ray.

TO THE STUDENT.

This lesson completes the presentation of the various stems. From this point on the lessons will deal with the successive steps of abbreviation embodied in circles, loops, ticks and other expedients which secure additional brevity, increased legibility, greater speed, and at the same time enable the writer to make the necessary distinction between the outlines of conflicting words.

A review of the preceding lessons should now be made, and the student should not permit himself to proceed beyond this point until he is so familiar with the principles already presented that he can, without hesitation, write the correct outlines of all the words given in the various exercises; as his success will depend, in great measure, upon the thoroughness with which he has mastered the phonographic stems and their application.

With this method, as with any other, it is absolutely necessary that the learner should closely observe and faithfully follow the instructions. Now, the instructions are thus far to be found in the NOTES. These Notes, therefore, are of the greatest importance, as in fact all the information concerning the stems will be found there. The student is assured that so long as he is careful to follow the instructions, and accepts and learns the outlines given in the keys as the correct outlines for the words represented, he need have no fear as to whether he will be able to read the forms he is learning to write.

The Iss-Circle.

(36) In order to secure greater brevity and facility of form, the sounds of "s" and "z" are provided with an additional character in the form of a small circle, called Iss, which may be joined initially, medially, or finally.

(*a*) The Iss-circle is written on the L and F-hook side of straight stems and following the direction of curves. (Lines 1, 2 and 3.)

(*b*) The Iss-circle is joined on the outer side of two straight stems that form an angle at their junction. (Line 4.)

(*c*) When "Iss" is written within a small hook, it presents the appearance of an ellipse. (Line 5.)

(*d*) When the combination of circle and hook occurs in the middle of an outline, the hook is made as distinctly as possible. (Lines 6 and 7.)

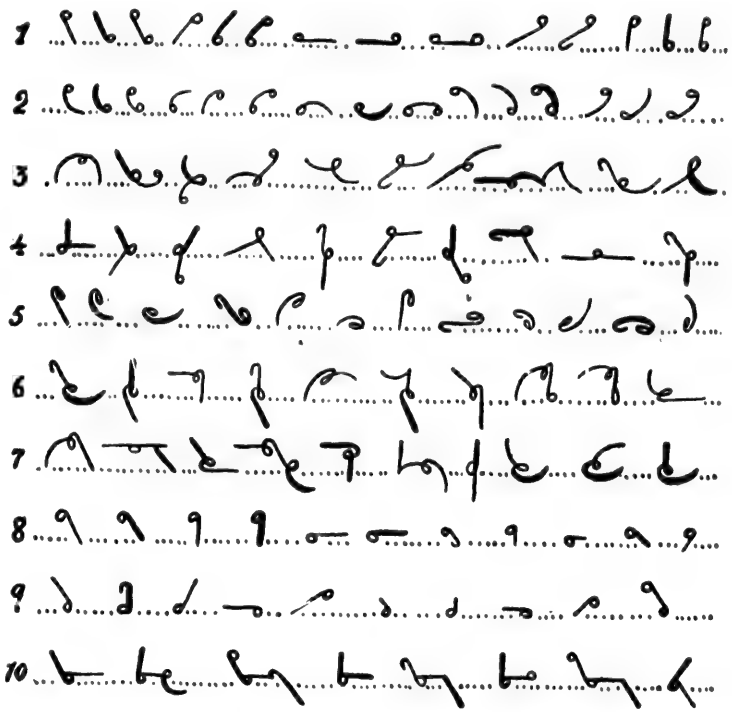
(*e*) "Iss" is prefixed to the straight R-hook stems, when used initially, and affixed to the straight N-hook stems, when used finally, by the simple expedient of changing the hook into a small circle. (Lines 8 and 9.)

(*f*) When the hook cannot be formed, the combination is represented as in line 10.

Remark: The expression of the letter "x" generally confuses the beginner. The sound of "x" is simply a combination of the letters "k" and "s," and is, therefore, represented in shorthand by the stem Kays. Compare "tax" and "tacks."

(37) In the following and subsequent exercises, repeatedly trace the forms given, naming mentally each outline as it is written. Continue in this manner until thoroughly familiar with every outline. Then write the words of the exercise, and test the accuracy of your outlines by comparing with the forms given. Each exercise should be studied and practised upon in this way until the words can be written with perfect ease, correctly and swiftly.

EXERCISE 12.



Note.—The circle is generally named in connection with the stem to which it is attached, thus: Line 1: Spee, Bees, Spees, Iss-Chay, Jays, etc. 2: Sef, Vees, Sefs, Slay, Lays, etc. 3: Lays-Ar, Bees-Ens, Vees-Els, etc. 4: Dees-Kay, Bees-Chay, etc. 5: Spel, Iss-Vel, Sner, etc. 6: Pers-Ner, Dees-Pel, Kays-Ter, etc. 7: Lays-Per, Kay-Sker-Bel, Bee-Skel, etc. 8: Sper, Sber (or Iss-Ber), Ster, etc. 9: Pens, Drens, Chens, Kens, Rens, Pents, Tents, Kents, etc. 10: Bee-Sker, Dee-Skers-Vee, etc.

The words of the exercise are:

Line 1. Soap, base, space, such, ages, sages, sake, gaze, sex, race, house, stay, does, sets.

2. Safe, vase, safes, sell, less, sales, same, sung, sums, sore, arose, sways, sash, ashes, sashes.

3. Lesser, laseness, vessels, Messrs., unsafe, hasten, rustle, exemplify, person, receive.

4. Desk, beseech, justice, rasp, trusty, husk, dispose, grasp, cask, proceed.

5. Supple, civil, saner, braves, loans, amounts, settle, curves, friends, oceans, mourns, assigns.

6. Prisoner, display, extra, traceable, lonesome, noticeable, pastry, illustrious, mistrust, physical.

7. Lisper, execrable, bicycle, expressive, gainsaid, atmosphere, destroy, fastener, listener, designer.

8. Spray, sober, stray, (con)sider, succor, cigar, sprained, straight, sacred, sobered, sutured.

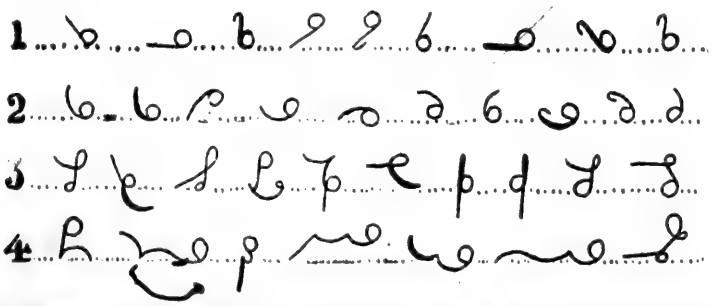
9. Pains, drains, chains, canes, runs, paints, attends, accounts, rents, sprains.

10. Obscure, discursive, subscriber, disagree, proscribe, discourse, superscribe, jasper.

The Ses-Circle.

(38) Ses is a large circle used to represent such syllables as ses, sis, sus, or sez. It is joined as far as practicable similarly to the Iss-circle.

EXERCISE 13.



Note.—The Ses-circle is generally named in connection with the preceding or following stem; thus: [illegible]ses, Efses, Chayses, Ses-Tee, etc.

The words of the exercise are:

Line 1. Paces, cases, dresses, races, hisses, chases, gazes, braces, traces.

2. Faces, vases, laces, (comm)ences, Moses, erases, thesis, nurses, phrases, assesses.

3. Insistence, possessive, resistance, sustenance, enthusiast, excessive, desist, disaster, instances, expenses.

4. System, romances, suspended, renounces, evinces, amanuensis, exercises.

The Steh and Ster Loops.

(39) Steh is a small loop used to represent the sound of "st" initially, and "zd" as well as "st" finally. Ster is a large loop used to represent the syllable "ster." Ster is not used initially. Steh and Ster are occasionally used between stems but, unlike the circles, they must not be formed by the crossing of two stems. (Line 5.)

(*a*) Steh must not be used for the expression of "st" or "zd" when a vowel sound intervenes. (Line 6.)

(*b*) Steh and Ster must not be used when followed by a final vowel sound. (Line 7.)

EXERCISE 14.

Note.—Steh may be named separately, but is generally, as Ster is always, named in connection with the stem; thus: Steh-Pee Steh-Per, Peest, Penst, Peester, Penster, etc.

The words of the exercise are:

Line 1. Stake, stagger, coasts, step, stupor, boasts, state, stutter, trusts, stitch, stitcher, chests, stage, stager, jests, haste.

2. Stem, imposed, nests, stuffy, vests, stole, laced, store, west, stung, assessed, zest, atheist, yeast.

3. Cluster, songster, posters, muster, monster, luster, investor, waster, Hester, teamster.

4. Cleansed, punsters, rinsed, instanced, dispensed, spinsters, latest, greatest, hottest, remotest, distanced, glanced.

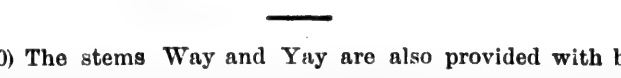
5. Destiny, mystify, Chesterfield, elastic, majestic, atheistic, testify, justify, digestion.

6. Satirical, satellite, sediment, sedulous, opposite, receipt solicit, decide, pellucid, proceed, gazette.

7. Velocity, trusty, honesty, bestow, residue, rhapsody, orchestra, chemistry, vestry, exceed.

Brief Signs for Way and Yay.

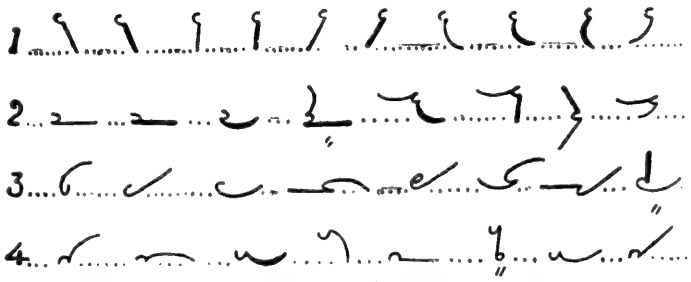
(40) The stems Way and Yay are also provided with brief signs in the form of small semi-circles, which are joined initially, medially, and occasionally finally. The brief sign for Way is a semi-circle opening to the right or left, while that for Yay opens upward or downward. For the sake of distinction they are named as follows:



(*a*) "W" is represented by a small initial hook on the stems Lay, Ray, En and Em for the sake of greater facility of form. (Line 3.)

(*b*) Wuh must be used on the stems Kay, Gay and Ing, instead of Weh, in order not to conflict with the stems Kel, Gel and Ner. Weh is preferably used in all other cases. (Lines 1 and 2.)

EXERCISE 15.



Note.--The brief sign for Way or Yay may be named separately or in connection with the stem to which it is joined; thus, Weh-Pee or Wep, Wuh-Kay or Wek, Yuh-Kay or Yek. The W-hook is invariably named in connection with the stem; thus, Wel, Wer, Wen, Wem.

The words of the exercise are:

Line 1. Weep, web, wait, wed, watch, wedge, waif, waive, withe, wash.

2. Wake, wag, wing, Oswego, unweave, unweighed, bewitch, unwashed.

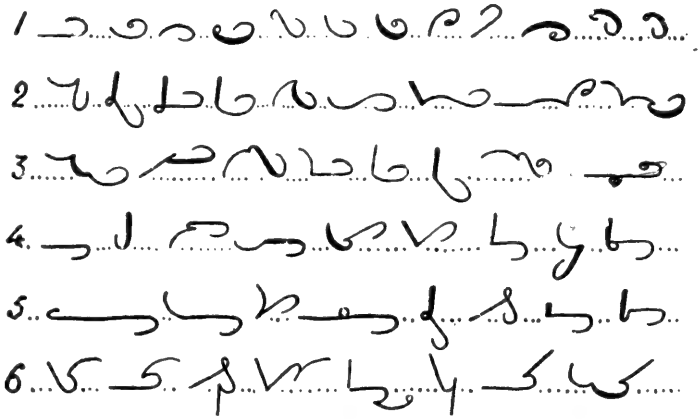
3. Well, ware, one, qualm, swear, unwell, quire, Edwin.

4. Yell, yam, young, yore, yoke, Yates, yawn, yarrow.

The Shon and Tive Hooks.

(41) The phonetic syllable "shon" is represented by a large terminal hook written on the F-hook side of straight stems, and on the concave side of curves. The syllable "tive," following straight stems, is represented by a large terminal hook written on the N-hook side; following curved stems, it is best represented by the stem Tef.

EXERCISE 16.



Note.—The Shon and Tive-hooks are named in connection with the preceding stem; thus, Kayshon, Peeshon, Layshon, etc., Kaytive, Peetive, Raytive, etc.

The words of the exercise are:

Line 1. Occasion, notions, motion, sanction, operation, fashion, ovations, lotions, ration, impatience, version, suasion.

2. Notation, deception, discussion, donation elevation, animation, abomination, accumulations, remuneration.

3. Invention, regulation, elaboration, erection, attention, adoption, impressions, excursions.

4. Active, dative, lucrative, negative, venerative, abortive, talkative, fugitive, discretive.

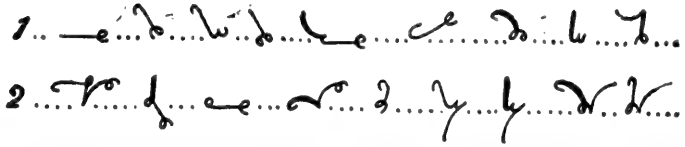
5. Collective, effective, assertive, executive, deceptive, receptive, detective, defective.

6. Optional, occasional, receptivity, comparatively, talkativeness, passionate, auctioneer, functionary.

The Eshon-Hook.

(42) The phonetic syllable "shon," occurring after the sound of "s" or "z," is expressed by continuing the circle into a small hook or curl on the opposite side of the stem. The device of repeating the F or N-hook is also occasionally used for the expression of this syllable.

EXERCISE 17.



Note.—The Eshon-hook is named separately; thus, Kays-Eshon, Pers-Eshon, Ens-Eshon, Pref-Eshon, Pers-Eshons, etc.

The words of the exercise are:

Line 1. Accession, procession, profession, positions, vocalization, realization, (con)versations, devotion, indecision.

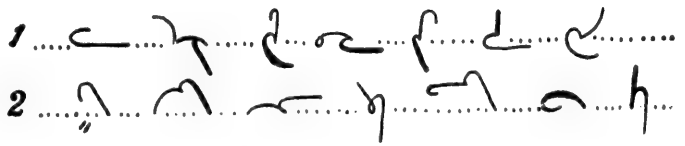
2. Crystallization, dispensation, succession, moralization, authorization, professional, devotional, conversational, transitional.

The Enlarged L and R-Hooks.

(43) The L-hook may be enlarged to add the sound of "r." The R-hook may be enlarged to add the sound of "l."

(*a*) This principle cannot be applied to Mel, Nel, or Rel, as their hooks are already large.

EXERCISE 18.



Note.—The added letters are named in connection with the hook; thus: Line 1. Kler, Ar-Em-Bler, Ter-Vler, Sem-Gler, Tler-Bel, Dee-Kler, Ish-Fler. Line 2. Prel, Lay-Brel, Em-Krel, Pees-Trel, Ker-Prel, Merl, Dee-Trel.

The words of the exercise are:

Line 1. Color, rambler, traveller, smuggler, tolerable, declare shuffler.

2. April, liberal, mackerel, pastoral, corporal, moral, editorial.

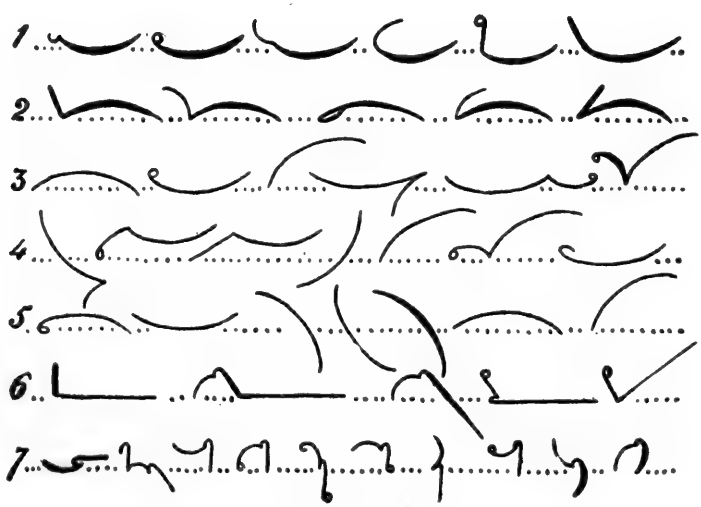
The Lengthening Principle.

(44) Lengthening the stem Ing adds the syllable "Ker" or "Ger;" lengthening Emp adds "Er;" lengthening any other stem without a final hook adds the syllable Ter, Der, or Ther.

(*a*) Straight stems without a final hook are occasionally lengthened to add the syllable Ter, but only when preceded by another stem. (Line 6.)

(*b*) The lengthening principle must not be used when the syllable implied by lengthening is followed by a final sounded vowel. (Line 7.)

EXERCISE 19.



Note.—The lengthened stems are named simply by adding the implied syllable to the name of the original stem; thus, Ingker, Ingger, Ember, Emper, Metter, Layder, Waythe r. In pronouncing these names let the accent fall upon the first syllable.

The words of the exercise are:

Line 1. Younger, sinker, finger, linger, stronger, banker.

2. Bumper, romper, stamper, lumber, jumper.

3. Matter, center, letter, neutral, entrance, swelter.

4. Federal, slender, render, shudder, older, smolder, wonder.

5. Smother, another, rather, feather, weather, mother, leather.

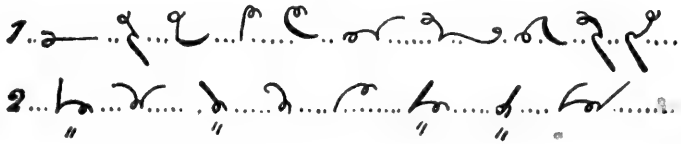
6. Educator, lubricator, liberator, speculator, supporter.

7. Angry, trumpery, entry, sultry, fortress, mattress, astray, sentry, feathery, leathery.

The In, En, or Un-Hook.

(45) The sound of "n" occurring before or after the Iss-circle is represented by a small hook or curl preceding or following the circle. This expedient is generally used initially, and only when the circle would otherwise come on the convex side of the stem En. This curl will not conflict with the Eshon-hook although it is identical in every respect.

EXERCISE 20.



Note.—The In-hook is named separately when joined initially, and in connection with the stem when joined finally; thus, In-

Sker, In-Sper-Bel, In-Ster-Ing, etc.; Tee-Emsin, Arsin-Lay Bensin, etc.

The words of the exercise are:

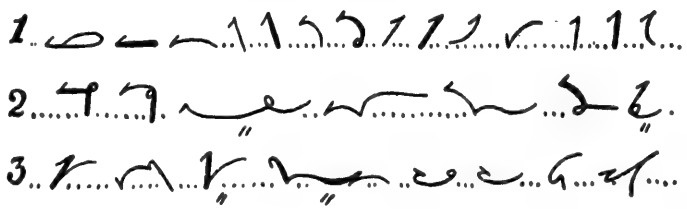
Line 1. Insecure, inseparable, unstrung, unsettle, uncivil unseemly, unceremonious, enslave, unswayable, unsociable.

2. Thompson, arsenal, Benson, frozen, lessen, Jamieson, Johnson, eleemosinary.

The Heh Tick.

(16) The aspirate "h" is also provided with an additional sign in the form of a short, slanting tick joined whenever possible at an acute angle to the following stem. The expression of "h" may be omitted between stems without endangering legibility.

EXERCISE 21.



Note.—Heh may be named separately or in connection with the following stem; thus, Heh-Kay or Hek; Heh-Em or Hem, etc.

The words of the exercise are:

Line 1. Huckster, hug, hem, heap, hub, hair, whiz, hitch, hedge, hush, hail, hot, head, heath.

2. Hogshead, homicide, Henderson, hemlock, harmony, whiskey, Hutchison.

3. Hugely, helper, Headly, Birmingham, whence, whine, whale, whirl.

Special Use of Certain Stems.

(47) Special use is made of the stem representation of those consonants which, for the sake of greater brevity and facility of execution, are provided with additional expedients in the form of circles, semi-circles, loops, ticks, hooks, etc. The use of the stems in question is governed by certain definite rules, the application of which enables us to distinguish the outlines of a certain class of words which would naturally be similar, and at the same time to make our outlines correspond more closely with the ordinary syllables, thereby immensely increasing the legibility of our writing.

(48) It may be stated, as a general principle, that the brief expedients cannot be used in connection with an initial or final sounded vowel, nor when two concurrent vowels precede or follow the consonant represented. Hence the following

Special Rules for the Stems Es, Zee, Way, Yay and Hay

(49) Use the stem to represent the sound of *s*, *z*, *w*, *y*, or *h*, and not the brief form:

(1) When there is no other sounded consonant in the word.

(2) When *s*, *z*, *w*, *y*, or *h*, is preceded by an initial vowel, or followed by a final sounded vowel. (Lines 1, 2 and 3.)

(3) When two concurrent vowels occur in connection with *s*, *z*, *w*, *y*, or *h*. (Lines 3 and 4.)

(4) When *s*, *z*, *w*, *y*, or *h*, is used initially and followed by the sound of "s." (Lines 4 and 5.)

(*a*) The stem Hay is also used when initial "h" precedes a consonant which is followed by a final vowel. (Line 10.)

(*b*) The stem Zee is also used when the sound of "*z*" begins a word. (Line 10.)

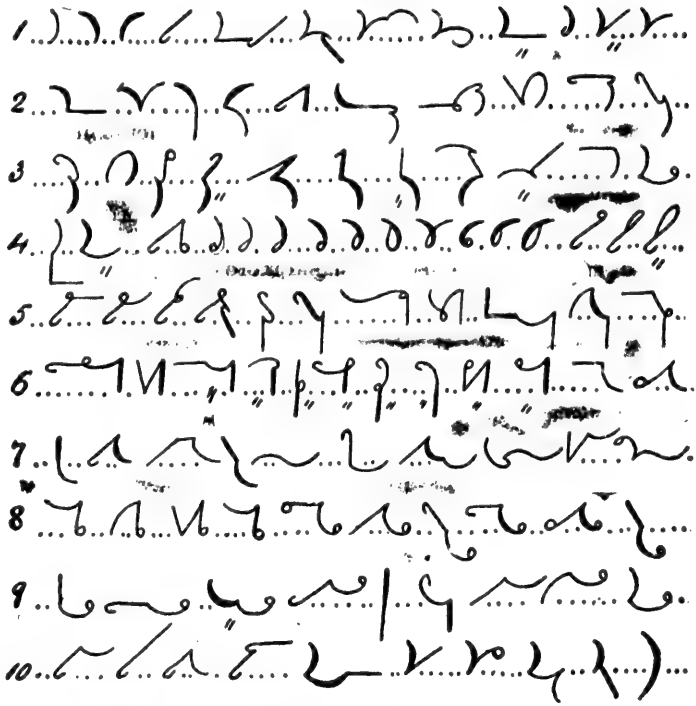
Special Rules for the Stems Tee, Dee, Ef, Vee and En.

(50) Use the stem to represent the sound of *t*, *d*, *f*, *v*, or *n*, and not the shortened form or hook:

(1) When *t*, *d*, *f*, *v*, or *n*, is followed by a final sounded vowel or by a vowel and the final sound of "s." (Lines 6, 7 and 8.)

(2) When two concurrent vowels occur in connection with *t*, *d*, *f*, *v*, or *n*. (Line 9.)

EXERCISE 22.



The words of the exercise are:

Line 1. So, woe, yea, hoe, esquire, assembly, asylum, assumption, Isaac, ozone, Ezra, easily.

2. Awake, awhile, await, oyer, ahead, vacancy, excellency, policy, currency, prophesy.

3. Frenzy, lazy, stanza, Jersey, ridgeway, headway, Ottawa, employee, Omaha, chaos, science.

4. Sciatica, Zion, hiatus, says, assessed, zest, ways, waste, waster, wisely, yes, yeast, yester, haze, haste, Hester.

5. Husk, hasten, hustle, hospitable, plenty, brevity, animosity, facility, dignity, levity, capacity.

6. Crescendo, parody, Canada, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, coffee, survey.

7. Defy, heavy, rectify, bevy, money, attorney, revenue, phenomena, tyranny, ceremony.

8. Notice, lotus, apparatus, induce, sacrifice, refuse, profess, crevice, service, obvious.

9. Tennis, cornice, Venice, weariness, duet, fluid, ruin, alliance, seance.

10. Honey, hoary, huffy, hickory, zinc, zero, zealous, zenith, zebra, zither.

Rules for Ar and Ray; Lay and El.

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(51) AR and RAY: The names of the stems Ar and Ray may be considered as indicating their proper use; for example the downward stem Ar is suggestively named and used to represent the sound of "r" at the beginning of such words as *are*, *orb*, *early*, *arise*, etc., and at the end of such words as *par*, *tar*, *star*, *cleaner*, etc. On the other hand, the upward stem Ray is appropriately named and used to represent the sound of "r" at the beginning of such words as *ray*, *rake*, *robe*, *rise*, *recline*, etc., and at the end of such words as *Perry*, *fury*, *dairy*, *story*. The following rule is of quite general application and covers most of the words in which these stems should be used.

(52) At the beginning of a word the stem Ar is generally used to represent the sound of "r" preceded by an initial vowel, while the stem Ray is used if there is no initial vowel. At the end of a word of more than one consonant, Ar is used when not followed by a sounded vowel, while Ray is used if there is a final sounded vowel.

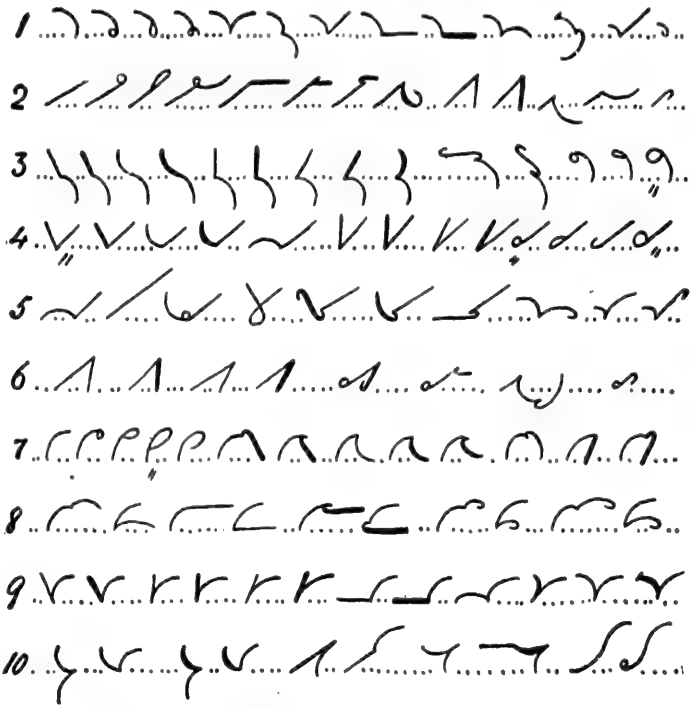
Note.—See lines 5 and 6 of the Exercise in which Ar or Ray is used without regard to this rule for the sake of greater facility in joining.

(53) LAY and EL: This stem is always written upward when there is no other stem in the word. It is occasionally written downward at the beginning of a word of more than one stem to indicate an initial vowel (Line 8), and is also occasionally written downward at the end of words to indicate that there is no final vowel (Line 10); but as a general rule the upward direction is used whether there is an initial or final vowel or not.

Note (*a*)—The exceptions to the general use of Lay are confined to the examples indicated in lines 8 and 10.

Note (*b*)—The final sounds of "l" and "r" in the following exercise are represented by their respective stems rather than by the L and R-hooks, as the use of the L and R-stems is considered preferable, especially in small words, when a distinct vowel sound intervenes between "l" or "r" and the preceding consonant. (See Section 13.)

EXERCISE 23.



The words of the exercise are:

Line 1. Are, arose, arrest, arson, early, error, aurora, ark, argue, aroma, harsher, artery, around.

2. Row, rose, rest, reason, rug, regulate, regret, revision, right, road, ratify, retain, rent.

3. Pair, bear, four, veer, tare, dare, chore, jar, easier, cleaner, plainer, sore, store, Caesar.

4. Perry, bury, ferry, vary, merry, tarry, dairy, cherry, jury, Sarah, story, weary, Cicero.

5. Mayor, roar, officer, possessor, braver, vainer, cover, remain, retail, return.

6. Aright, arrayed, arch, urge, surgeon, circulate, artificial, surround.

7. Lay, less, lest, Lester, lotion, labor, label, loaf, love, level, loafer, ledge, ledger.

8. Lame, alum, like, alike, legal, illegal, lament, element, lemon, illumine.

9. Pale, bale, tall, daily, chilly, jelly, coal, goal, mail, easily, early, awhile.

10. File, folly, vale, valley, royal, royally, nail, kingly, shell, social.

Miscellaneous Rules.

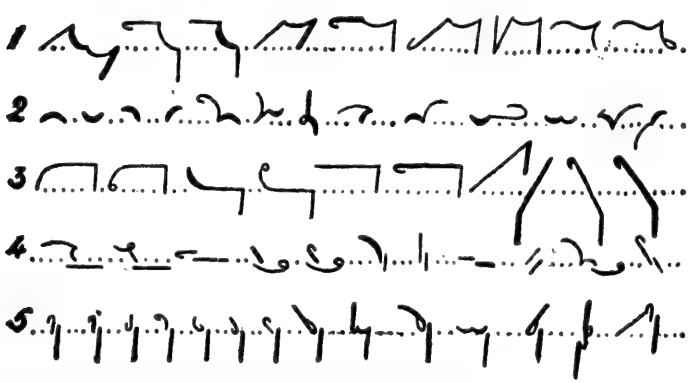
(54) The stem Ef, Vee, or En may be used in the middle of a word when the employment of the hook would result in an inconvenient or non-suggestive outline. (Line 1.)

(55) The shortened stems Met, Net, Art, and Elt are shaded to represent the syllables "med," "ned," "ard" and "eld." As the stems Emp, Ing, Way and Yay are never shortened, no confusion will result from shading these shortened stems. (Line 2.)

(56) A shortened stem must not be joined to another stem unless there is a circle or distinct angle at the point of junction. When this means of distinction is not afforded, the stem Tee or Dee is generally used, but occasionally, to preserve analogy of form, it is allowable to disjoin the shortened stem. (Lines 3 and 4.)

(57) The syllable "ed" terminating the past tense and perfect participle of regular verbs is usually represented by the stem Dee disjoined from, or joined to, the primitive form of the word. Reporters, however, generally do not make any distinction in writing the present and past tense of regular verbs, the context being relied upon to determine which is intended.

EXERCISE 24.



The words of the exercise are as follows:

Line 1. Revenge, crafty, cavity, range, guarantee, warranty, Toronto, month, manifest.

2. Made, end, aired, load, framed, ascertained, desired, mould, meddle, indication indent, hardly, ladle.

3. Locate, select, vacate, suffocate, kicked, aggregate, roared, judged, propped, bribed.

4. Methodic, antiseptic, critic, badness, boldness, awaited, attitude, catgut, chit chat, remittance, pulpit.

5. Traded, dreaded, attended, freighted, fainted, painted, plated, boasted, defended, wasted, intended, jested, distended, retreated.

Omission of Consonants.

(58) Obscure consonant sounds are frequently omitted for the sake of obtaining better outlines, especially when the incomplete form is sufficiently suggestive of the word intended to be represented, as in the following instances:

(*a*) Between stems the Iss-circle is generally used instead of the Steh-loop. (Line 1.) (See Section 39.)

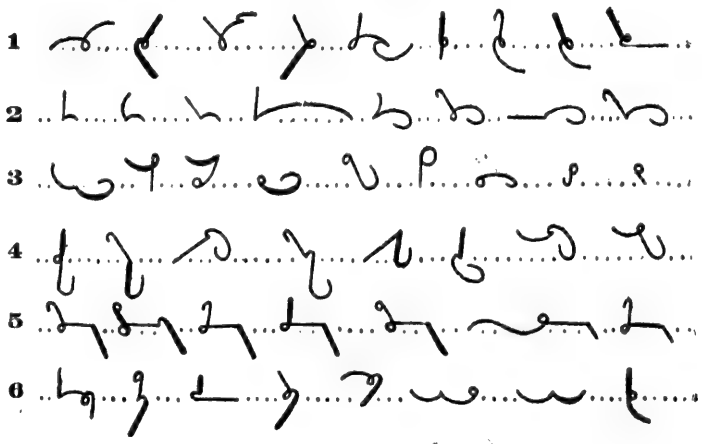
(*b*) "P" is omitted when preceded by *m* and followed by *t* or *shon*. (Line 2.)

(*c*) "K" is frequently omitted following the stem Ing; also from the initial syllable *ex*, if it is not specially accented; also preceding *shon* if no vowel intervenes. (Lines 3 and 4.)

(*d*) "R" may be omitted from the syllable *scribe* and similar syllables when its expression would involve an awkward outline. (Line 5.)

(*e*) "N" and "H" may be omitted between stems to avoid an inconvenient outline. (Line 6.)

EXERCISE 25.



The words of the exercise are as follows:

Line 1. Mostly, adjustable, postal-card, postage, testimonial destitute, trustful, boastful, obstacle.

2. Tempt, thumped, pumped, tempter, assumption, presumption, co-emption, preemption.

3. Function, anxiety, anxious, sanction, expression, exist, examine, extend, except.

4. Destruction, production, refraction, protraction, reduction, deflection, infraction, inspection.

5. Proscribe, subscriber, transcribe, describe, superscribe, manuscript, transcript.

6. Demonstrate, stranger, identical, passenger, messenger, enhance, unhung, adhesive.

Prefixes.

(59) ACCOM,—represented by a heavy dot written at the beginning of the remainder of the word.

(60) CON, COM, COG,—represented by a light dot placed immediately at the beginning of the stem.

(*a*) When one of these syllables, or "accom," occurs in the middle of a word, it is implied by writing the preceding syllable in place of the dot.

(*b*) These prefixes may also be represented by using the preceding word in place of the dot.

(61) COUNTER, CONTRA, CONTRI, CONTRO,—represented by a small tick written at the beginning of the remainder of the word.

(62) INTER, INTRO, ENTER,—represented by the stem Net, either joined or disjoined.

(63) MAGNA, MAGNE, MAGNI,—represented by the stem Em written over the remainder of the word.

(64) CIRCUM, SELF,—represented by a small circle written before the remainder of the word.

(65) INRE, UNRE,—represented by the stem Ner, generally joined.

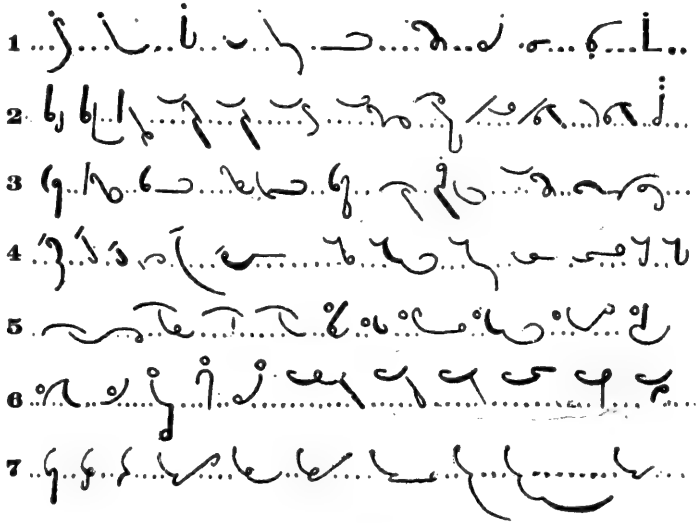
(66) WITH, represented by the stem Dhee, or by Weh, joined to the remainder of the word.

(67) FOR, FORE,—generally represented by the stem Ef, either joined or disjoined.

(*a*) The stem Fer is used in the following words: forget, forgotten, forgive, forgave.

(*b*) The stems Ef-Ar are used in the following words: foreland, forelock, foreman, foremost, forerun, foretell, forego.

EXERCISE 26.



The words of the exercise are:

Line 1. Accomplish, accompany, accommodation, commend, compare, connection, conversation, conscious, consecrate, conceal, conduct.

2. Discontent, discontinue, decomposition, incomparable, incompatible, unaccomplished, nonconformist, miscomputation, recognize, reconcilable, irreconcilable, concomitance.

3. They consider, it comprises, this connection, present configuration, this contrast, may comply, considerable confusion, in conversation, mercantile concern.

4. Controversy, counterpane, contraband, countermand, counterfeiter, countersunk, interpose, intervention, interfere, intersect, intercourse, entertain, introduction.

5. Magnanimous, magnificent, magnitude, magnify, circumjacent, circumvent, circumflex, circumvention, circumference, self-denial.

6. Self-love, selfish, self-confidence, self-control, self-conscious, unreasonable, unrecompensed, in reply, in regard, in receipt, unreconciled.

7. Withdraw, withstand, withhold, forewarn, foreseen, forswear, foreclose, forefather, forefinger, forward.

Affixes.

(68) ING,—represented by the stem Ing, or by a light dot written at the end of the word.

(*a*) INGS,—by two dots when the stem is not more convenient.

(*b*) INGLY, ING TH'R,—by turning the dot into a heavy, disjointed, slanting tick.

(*c*) ING THE,—by turning the dot into a light, disjoined slanting tick.

(*d*) ING A-AN-AND,—by turning the dot into a light disjoined, perpendicular or horizontal tick.

(69) BLE, BLY,—represented by the stem Bee, when the stem Bel cannot be more conveniently joined.

(70) BLENESS, FULNESS, SOMENESS,—represented by a small circle written at the end of the preceding part of the word.

(71) LESSNESS,—represented by a large circle written at the end of the preceding part of the word.

(72) FUL, FULLY,—represented by the stem Ef, or by the F-hook, when the stem Fel cannot be conveniently joined.

(73) MENTAL-LY, MENTALITY,—represented by the stem Ment, joined to, or disjoined from, the preceding part of the word.

(74) TIAL,—represented by the stem Ish, when Shel cannot be conveniently joined.

(75) SHIP,—represented by the stem Ish either joined or disjoined.

(76) ALOGY, OLOGY,—represented by the stem Jay either joined or disjoined.

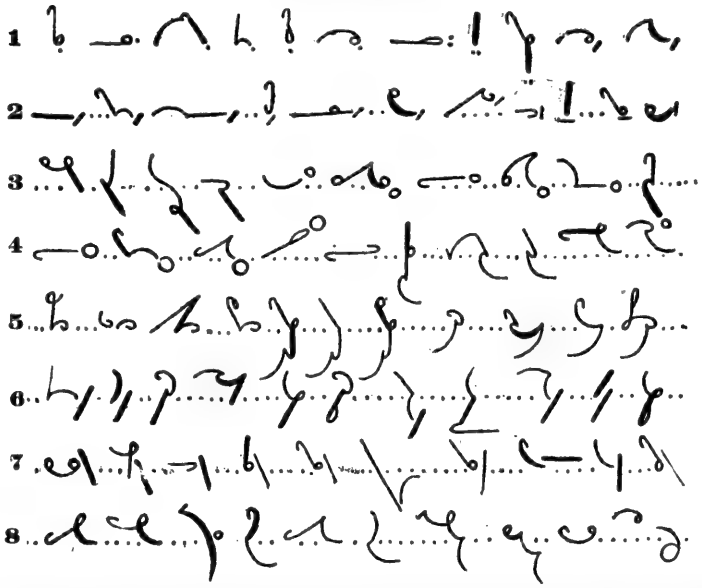
(77) 'LITY, 'RITY,—represented by disjoining the last stem of the preceding part of the word.

(78) SOEVER,—represented by Iss-Vee joined to the preceding part of the word, and sometimes by Iss, disjoined.

(79) FORE, FAR,—represented by the stem Ef, joined to the preceding part of the word.

(80) SELF, SELVES,—Self is represented by Iss, and "selves by Ses, joined to the preceding part of the word.

EXERCISE 27.



Note.—The object of writing "myself" and "ourselves" off the line of writing will be explained in a subsequent lesson. (See line 8.)

The words of the exercise are:

Line 1. Tracing, casing, laboring, tempting, trusting, amazing, castings, doings, proceedings, amazingly, lovingly.

2. Going there, permitting their, making their, training the, executing the, saving the, refunding the, counting an, doing a, praising a, sending a.

3. Sensible, attainable, forcibly, accountable, nobleness, serviceableness, carefulness, slothfulness, irksomeness, troublesomeness.

4. Carelessness, blamelessness, worthlessness, restlessness, careful, deceitful, helpful, painful, graceful, mindful.

5. Instrumental, fundamentally, regimental, supplemental, presidential, potential, substantial, friendship, partnership, fellowship, statesmanship.

6. Etymology, zoology, phrenology, mineralogy, physiology, phrenologist, pathology, theological, mythology, geology, physiologist.

7. Sensibility, instability, accountability, disparity, prosperity, popularity, posterity, vulgarity, fidelity, principality.

8. Wheresoever, whensoever, whithersoever, therefore, wherefore, so far, henceforth, send forth, oneself, myself, ourselves.

Consonant Position.

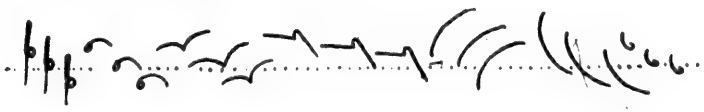
(81) Phonographic stems may be written in three positions with reference to the line of writing, for the purpose of indicating the accented vowel of a certain class of words, thus conferring a greater degree of legibility upon outlines which, on account of their slight consonant form, might otherwise be ambiguous, or occasion more or less hesitation in reading. The positions referred to are above the line, on the line, and through, or under, the line. For the sake of convenience, they are named respectively the first, second, and the third position.

(82) Comparatively few words, however, need necessarily be written in the first or third position, as the great majority of words are sufficiently legible from their consonant forms, without respect to vowels, and are, therefore, written on the line, as the easiest and most convenient position for rapid, continuous writing. The first position is next in importance to the line of writing as the vowels indicated by the first position occur more frequently than those indicated by the third position. Hence it is that the most frequently recurring words are written on the line, the less frequently in the first position, and the least frequently in the third position.

Rule of Position.

(83) Write the *first* upright or inclined stem of an outline a trifle above the line for the first position, on the line for the second position, and through the line for the third position. When the outline is composed entirely of horizontal stems, it is written considerably above the line for the first position, on the line for the second position, and just beneath the line for the third position. The first half of a lengthened stem governs its position.

The following examples will illustrate the method of placing outlines in the different positions:



The First Position.

(84) There are six vowel sounds which control the first position; viz., the vowel sounds as heard in the words of the sentence

HE WILL CALL FOR MY BOY.

In determining the position of an outline, the student must remember that he has to deal with *vowel sounds*, not letters merely, and that, in our common spelling, a vowel sound may not always be expressed by the same letter or combination of letters. The long sound of the vowel *e*, for example, as heard in pronouncing the word *he*, is also heard in the following words, but is expressed by a different combination of letters in each word, as indicated by the italicized letters: *ea*t, s*ee*, k*ey*, f*ie*ld, p*eo*ple, mach*ine*, c*ei*ling, mosq*ui*to.

(*a*) The short sound of *i*, as heard in the word *will*, is expressed variously, as in the following words: b*ee*n, dut*ie*s, marr*ia*ge, for*fei*t, barl*ey*, b*u*siness, b*ui*ld, w*o*men, trul*y*, s*y*mbol.

(*b*) The broad sound of *a*, as in *call*, is found differently expressed in the words fr*au*d, *aw*l, *awe*, b*ough*t, br*oa*d, G*eo*rge.

(*c*) The light sound of *o*, as in *for*, is usually expressed by the letter *o;* it is, however, represented by the letter *a* in *watch* and *what.*

(*d*) The sound of *y*, as in *my*, is a diphthong, and is represented variously, as in m*y*, t*i*me, *ai*sle, p*ie*, h*igh*, *i*sle, *ye*, b*uy*, h*eigh*t, ind*i*ct, r*ye*.

(*e*) The sound of *oy*, as in *boy*, is invariably represented by *oy* as in *boy*, or *oi* as in *oil.*

(85) When there is more than one vowel sound in a word, *the accented vowel controls the position* of the outline. Silent vowels are, of course, ignored.

EXERCISE 28.

(86) In this and in each subsequent exercise the student must write the outlines of the words in their proper position, as indicated by the accented vowel in the word. See Section 83 for rule concerning position.

1. (*e* as in *he*) He, key, neat, agree, clean, grief, treat, see, plea, field, ceiling, complete, free, evil, she, leaned, keen.

2. (*i* as in *will*) Will, in, win, been, build, women, bit, wind, musician, flint, imp, sip, mist, incision.

3. (*a* as in *call*) Call, caught, wall, law, fraud, bought, broad, saw, slaughter, gnaw, draw want, caution.

4. (*o* as in *for*) For, soft, short, watch, pot, John, tossed, loss, sop, trot, clot, pond, not.

5. (*y* as in *my*) My, pie, buy, height, might, cry, thine, try, dine, sign, vine, light, shine, pint.

6. (*oy* as in *boy*) Boy, choice, coin, voice, joined, toy, annoy, poise, oil, oyster, cloister, Boyd.

EXERCISE 29.

(87) Write the outlines for the following words:

Promise, misery, receipt, ripple, livery, liquor, poison, mission, opposite, peaceable, completion, prompt, prominent, prescribe, preach, defeat, daughter, violent, science, unavoidable, revive, deem, receive, assignee, abstemious, assault, between, kindly, delightful, honesty, invisible, philosophy, sincere, stipulate, solemn, medium, cripple, finish, copy, periodical, dealings constantly, thoughtful, precede, columns, middle, likely.

EXERCISE 30.

(88) Write the outlines for the following words:

Private, confirms, vigor, physical, detail, alignment, mile, officer, authorize, keep, invite, increasing, bottom, forbid, lift, indeed, nickel-plate, acquire, constituting, profitable (Preft-Bee), esteem, simply, breathe, alliance, fitness, twin, repeat, completely, frightfully, printer, splinter, imply, yonder, shock, lodgment, chronic, qualify (Kel Ef), leap, leave, fiery, wasp, swallow.

The Second Position.

(89) There are four vowel sounds which control the second position; viz., the vowel sounds as heard in the words of the sentence

BRAVE MEN MUST GO.

(*a*) The long sound of *a*, as in *brave*, is expressed in many different ways, as in the words p*ai*n, th*ey*, pr*ay*, camp*aig*n, g*au*ge, w*eigh*, th*ei*r, tete, r*eig*n.

(*b*) The short sound of *e*, as in *men*, is also expressed by the italicized letters in the following words: *a*ny, s*ai*d, h*ea*d, s*ay*s, *ie*opard, fr*ie*nd, g*ue*ss. This vowel is slightly modified preceding the consonant *r* in the same syllable; as in *her*, *per*, *servant*, etc.

(*c*) The short sound of *u*, as in *must*, is also heard in son, d*o*es, flo*o*d, t*o*ugh, liq*u*or. This sound of *u* is slightly lengthened preceding the consonant *r* in the same syllable, as in *cur*, *fur*, etc.

(*d*) The long sound of *o*, as in *go*, has at least a dozen different modes of expression; as in f*o*ur, th*o*ugh, sn*o*w, b*eau*. f*oe*, *oar*, *oh*, *owe*, fl*oo*r, dep*ot*, s*ew*, y*eo*man.

EXERCISE 31.

(90) Write the outlines for the following words in the second position: (See Section 83.)

1. (*a* as in *brave*) Brave, sway, laces, trade, play, able, they, pain, weigh, aim, their, eight, reign, attain, grain, paces.

2. (*e* as in *men*) Men, edge, any, attend, friend, pressed says, head, guess, said, ebb, rest, addressed, mend, send, threat.

3. (*u* as in *must*) Must, up, does, tough, flood, son, study, cluster, trust, rust, just, grunt, bluster, upper, crust.

4. (*o* as in *go*) Go, snow, sew, foe, oar, though, beau, grove, lotion, tone, boast, potion, slow, older, notion, core.

(91) Because the second position is the most conducive to the development of high speed, it is used in writing the majority of words, irrespective of their controlling vowel sounds, whose consonant outline is sufficiently suggestive of the word represented. Generally speaking this applies to words of more than two stems, but frequently words of even briefer outline are written in the second position regardless of the accented vowel.

EXERCISE 32.

(92) Write the outlines of the words in the following exercise in the second position without respect to the accented vowel; and remember that in the second position the *first upright* stem rests on the line of writing. (See Sec. 93.)

Dislike, district, shipment, distrust, residuum, disregard, regardless, inattention, observation, argument, problem, impression, specific, Atlantic, Montreal, illuminate, indefinite, desirable, lithograph, invention, romance, dishonesty, undisguised, diagram, impersonate, legitimate, capital, dominion, matrimony, despotism, patriotism, banishment, servitude, enjoyment, mathematics, autumnal, solvency, promissory, lifeless, motherly, northward, apologize, amplify, invincible, remuneration, creditable, circulation, excitement.

The Third Position.

(93) There are six vowel sounds which control the third position; viz., the vowel sounds as heard in the words of the sentence

NEW BOOKS ARE FOUND AT SCHOOL.

(*a*) The sound expressed by *ew*, as in *new*, is a diphthong, and is variously represented, as in the following words: v*iew*, l*ieu*, f*eu*d, d*ue*, t*u*ne, H*ugh*, j*ui*ce, b*eau*ty.

(*b*) The vowel sound in *books* is the short sound of the vowel as heard in *school*. It is generally represented by *oo*, but is also heard in the words c*ou*ld, p*u*ll, w*o*lf.

(*c*) The sound of *a* as in *are* is known as the Italian sound of *a*. It is also heard in the words h*ea*rt, g*ua*rd, H*ae*rlem.

(*d*) The sound of *ou*, as in *found*, is a diphthong, and is generally expressed by the letters *ou* or *ow*.

(*e*) The short sound of *a*, as in *at*, is invariably expressed by the letter *a*, as in *a*ttack, c*a*t, *a*ttest, *a*ctive.

(*f*) The long sound of *oo*, as in *school*, is usually expressed by the letters *oo*, but it is occasionally represented by other letters as in the following words: d*o*, sh*oe*, s*ou*p, thr*ough*, t*wo*.

EXERCISE 33.

(94) Write the outlines for the following words in the third position. (See Section 83).

1. (*ew* as in *new*) New, view, lieu, due, tune, Hugh, juice, feud, amuse, few, true.

2. (*oo* as in *books*) Books, foot, boot, put, pull, nook, shook, could, wolf, stood, proof.

3. (*a* as in *are*) Are, art, car, star, alms, heart, dart, palm, calm, father, harm, arm.

4. (*ou* as in *found*) Found, bound, pout, pound, crowd, cloud, ploughed, spout, allow, house, ounce.

5. (*a* as in *at*) At, chat, plan, act, sack, mat, plant, graft, last, slat, at, part.

6. (*oo* as in *school*) School, food, soothe, lose, do, soup, through, shoe, choose, boon, goose.

EXERCISE 34.

(95) Write the outlines for the following words:

Announce, action, flat, regard, ruin, narrow, traffic, absence, ample, doubtful, suitable, canal, secure, mature, handle, attach, gladly, duly, askance, actual, absolute, stamp, fashion, allowance, gradually, profound, poor, soon, rumor, travel, black, group, groom, tanner, banner, channel, angle, angry, bugle, avenue, proven, graphic, glance, banish, inactive, sanction, sample, match, cattle, armed.

Exercise on the Three Positions.

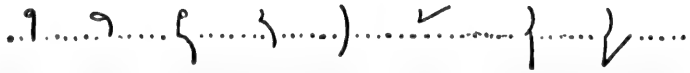
EXERCISE 35.

(96) In writing the following exercise, which is made up of words belonging to the first, second and third positions, bear in mind that it is the *accented vowel* which determines the position of the word.

Dream, voucher, harsher, labor, shrub, banner, lisper, unsettle, graphic, miner, replenish, banish, engraver, contention, revision, induced, smoother, hardly, inventory, divide, floated, liked, recognize, subscribe, dictation, hasp, officer, unwell, oblige, pupil, recline, refuse, disinclination, destroy, timber, Canada, remove, statement, national, resources, lumber, completely, traffic, message, garment, bicycle, conclusion, planting, irksomeness, results, supposed, remain, St. James, ballot, escape, previous, arouse, imprison, cruise, voyage, person, horses, mask, excellent, resolve, place, besides, during, opposition, dreadful, progress, political, scandal, fragments, anxious, rescue, driven.

Vocalization.

(97) In phonography vowels are seldom actually written. Their presence, nevertheless, is generally indicated by the manner in which the consonants of a word are represented. In other words, outlines to a great extent vary in accordance with the position and character of the vowels in the word represented. To illustrate: The words *stray*, *stare*, *satire*, *austere*, *oyster*, *history*, *astray*, *estuary*, each contain the consonants "str" in the same order, yet each word has an individual and characteristic outline, moulded, so to speak, by its vowel elements. Note carefully the correspondence of the following stems with the words represented.



Ster	Star	Set-Ar	Est-Ar	Ester	Est-Ray	Es-Ter	Es-Tee-Ray
stray	*stare*	*satire*	*austere*	*oyster*	*history*	*astray*	*estuary*

These outlines almost speak the words they represent, and it, is on account of this peculiar flexibility of phonographic stems that the vowels may be safely omitted.

(98) It is unnecessary to insert the initial or final vowel when the adjacent stem clearly indicates its presence. In the following examples the *initial* vowel is omitted, as the stems Es, Way, Hay, El and Ar, used in this connection, clearly signify a preceding vowel. (See Sec. 49 : 2.)

Es-Lay	Way-Kay	Hay-Dee	El-Ment	Ar-Gay
assail	*awake*	*ahead*	*element*	*argue*

(*a*) On the other hand, if there were no initial vowel the brief form would be used for the expression of the consonants *s*, *w* and *h*, and the stems Lay and Ray would be used to represent the consonants "l" and "r," as in the following words:

Iss-Lay	Wek	Hed	Lay-Ment	Ray-Gay
sale	*wake*	*head*	*lament*	*rug*

(*b*) Also in the following words the *final* vowel is plainly indicated by using the stems En, Ef, Vee, Es, Zee, Tee, and Dee, instead of the brief forms for these consonants. (See Sec. 50 : 1.)

Em-En	Kay-Ef	Bee-Vee	Ray-Es	Hay-Zee	Fel-Tee	Wen-Dee
money	*coffee*	*bevy*	*racy*	*hazy*	*flighty*	*window*

(*c*) The brief forms for the consonants in question would be used in such as the following words, in which there is no final vowel sound:

Men	Kef	Bef	Rays	Hays	Flet	Wend
main	*cough*	*buff*	*race*	*haze*	*flight*	*wind*

(99) It is always advisable, however, to insert a vowel when the outline would otherwise be ambiguous; that is when neither its appearance, position, nor its relation to the other words in the sentence would render it sufficiently legible to be easily deciphered.

(100) The vowels are represented by light and heavy dots and dashes, written in three positions with reference to the stem; viz., at the beginning, in the middle, and at the end of a stem, corresponding with the first, second and third position. The short vowels are represented by the light signs, the long vowels by the heavy signs.

(101) The following table will indicate clearly the position and character of these dots and dashes. The vertical line is used only for the purpose of indicating the position of the vowels.

Long Vowels.

First position	• *e* as in *he*	– *a* as in *call*
Second position	• *a* as in *bravo*	– *o* as in *go*
Third position	• *a* as in *are*	– *oo* as in *school*

Short Vowels.

First position	• *i* as in *will*	– *o* as in *for*
Second position	• *e* as in *men*	– *u* as in *must*
Third position	• *a* as in *at*	– *oo* as in *books*

(102) The diphthongs, or double vowels, are represented by light angular marks written in two positions, as follows:

Diphthongs.

First position	˅ *y* as in *my*	˄ *oy* as in *boy*
Third position	˄ *ou* as in *found*	‹ *ew* as in *new*

Note.—Keep in mind the three sentences given under the head of position, the vowels of which control the three positions. First position vowels are written at the beginning of a stem, second position vowels are written opposite the middle, the third position vowels are written at the end.

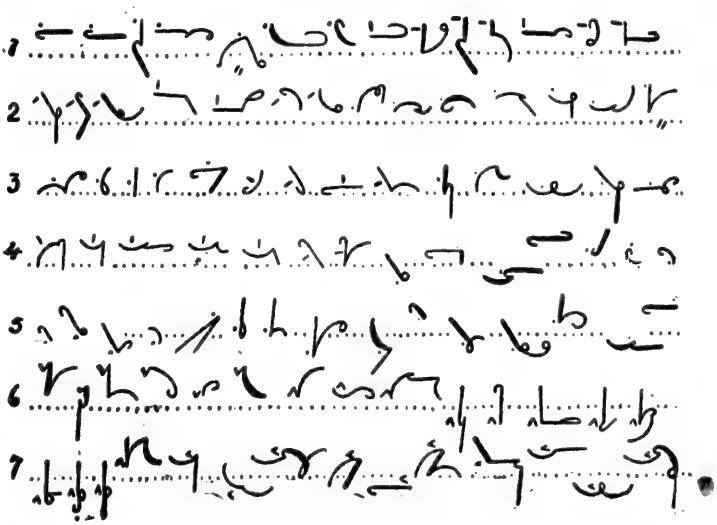
Remark.—The student must remember that these dots, dashes and angular marks represent vowel sounds, not letters merely, but the sounds represented by the letters in *italic* in the foregoing tables. That is to say, a heavy dot in the first position, that is, opposite the beginning of a stem, represents the long sound of *e*, as heard in the words *key, lea, see*. A heavy dot in the second position, that is, opposite the middle of a stem, represents the long sound of *a*, as heard in the words *pay, aim*. A heavy dot in the third position, that is, opposite the end of a stem, represents the Italian sound of *a*, as in *far, ah, arm*. A light dot in the first position indicates the short sound of *i* as in *it;* while the first position angular mark opening upwards represents the long sound of *i* as in *mile, time*. In like manner the heavy and light dashes represent the sounds as indicated in the foregoing tables.

Initial Vowels.

(103) An initial vowel, viz., a vowel occurring at the beginning of a word, should always be inserted unless its presence is implied by the manner of writing the adjacent consonant. (See Sec. 98.) Since an initial vowel is read first, it is naturally placed *above* a horizontal stem, and to the *left* of an upright or inclined stem.

(*a*) The consonant outline of a word should be written first, without lifting the pen, and the vowel sign afterwards inserted. The following exercise will illustrate the manner of placing initial vowels:

EXERCISE 36.



Note.—The first position diphthongs may be joined when used initially.

The words of the exercise are:

Line 1. Eager, eagle, eatable, economize, Alps, eviction, evil, auction, audacious, audible, auditor, augment, authorize, autograph.

2. Opposite, oblige, obscene, occupy, occulist, offer, office illustrate, imminent, immoral, imply, insight, initial, Italy.

3. Aimless, atheist, ate, ale, acreage, ocean, open, ochre, opium, editor, elevate, ensign, episode, excellent.

4. Ultra, unto, unclean, unfit, unpaid, upper, utterly, abuse, accredit, angry, aggrieve, adjoin, afloat, afraid.

5. Apart, appraise, apparent, art, arch, attest, attempt, atlas, avouch, abroad, absolute, absence, admission, angle, agree.

6. Ideal, identity, item, iron, island, ivy, oil, ointment, oilcloth, outfit, outer, outcast, outward, outlandish.

7. Outskirt, outstanding, outside, outlive, unity, euphony, universal, eulogy, euchre, eulogium, ubiquity, unique, union, university.

Medial Vowels.

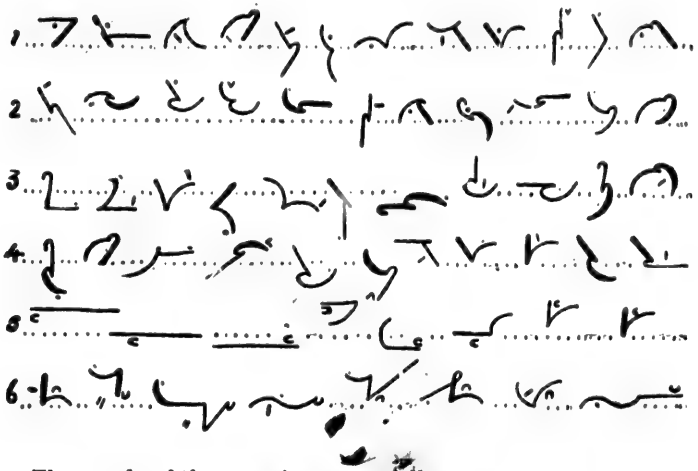
(104) A medial vowel, viz., a vowel occurring between two stems, is seldom inserted unless it is for the sake of distinguishing conflicting forms. Nevertheless, the student must become thoroughly conversant with the manner of placing medial vowels, in order that whenever it is necessary the requisite vowel may be quickly and correctly inserted.

(105) In order to avoid ambiguity, medial vowels should never be written in the angle formed by the juncture of two stems. Therefore, when a vowel occurs between two stems, if it is a *first-position* vowel, it is written after the first stem; if it is a *third-position* vowel, it is written before the second stem.

(*a*) The two second-position *long* vowels, when occurring between stems, are written after the first stem, while the two second-position *short* vowels, when occurring between stems, are written before the second stem. The object of this rule is to distinguish more surely between the light and heavy second-position vowels when imperfectly made, by the position assigned them.

(106) The brief Way signs may be disjoined and written in the vowel places, when it is inconvenient to join them. Weh is used for the dot vowels, and Wuh for the dash vowels. (See Line 5.) Brief Yay may also be disjoined to represent two concurrent vowels coalescing closely. Yeh is used for the dot vowels, and Yuh for the dash vowels. (See Line 6.) The following exercise will illustrate the manner of placing vowels between stems.

EXERCISE 37.



The words of the exercise are as follows:

Line 1. Cage, baker, loaf, lodger, poacher, faith, mail, noble, bale, title, pitch, labor.

2. Pauper, minor, penal, final, vigor, total, label, flavor, knocker, fisher, leisure.

3. Track, shook, pull, jar, room, battle, grammar, tunnel, kennel, treasure, lover.

4. Travel, ledger, shackle, rumor, pannel, voucher, couple, bell, dull, bevel, buckle.

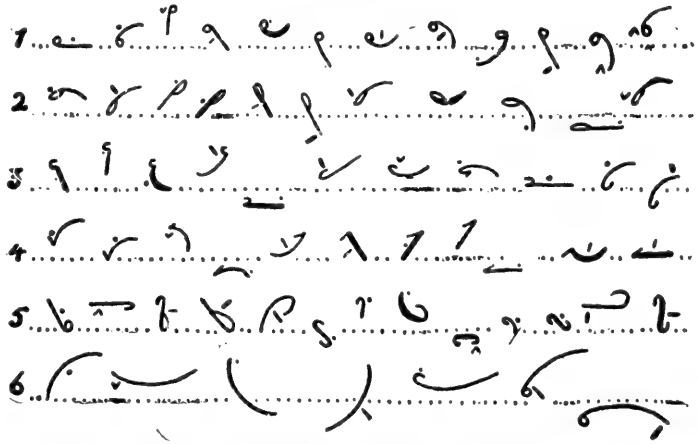
5. Quick, quake, quack, quash, thwack, quail, twill, dwell.

6. Odium, India, Victoria, ammonia, interior, residuum, folio, maniac.

Vowels in Connection with Circles, Loops and Ticks.

(107) An *initial* circle, semi-circle, loop, or tick must be read before the vowel, but a *final* circle, loop, tick or hook must be read after the vowel. The syllable implied by lengthening is also read after the vowel.

EXERCISE 38.



Note.—It will be observed in lines 5 and 6 of the foregoing exercise that when a vowel is placed to the *right* of upright or inclined stems and *below* horizontal stems, it occupies the same position with respect to the order of the letters in forming a word, as the universal vowel, viz., the vowel *e*, occupies in naming phonographic stems.

The words of the exercise are as follows:

Line 1. Sake, sale, sight, supper, sing, sap, sun, sore, sash, soup, sour, soil.

2. Steam, stole, stitch, stage, stub, stoop, stall, sting, star, stack, style.

3. Web, wit, wave, wash, wag, war, wine, whim, wake, wail, wool.

4. Heal, hail, hire, ham, hush, hub, hedge, hitch, hack, hung, hug.

5. Pace, coin, trust, poster, lotion, plant, treat, vision, ground, freight, braved, caution, [illegible]ve.

6. Later, nitre, fitter, sh[illegible]ter, winter, slaughter, smoother.

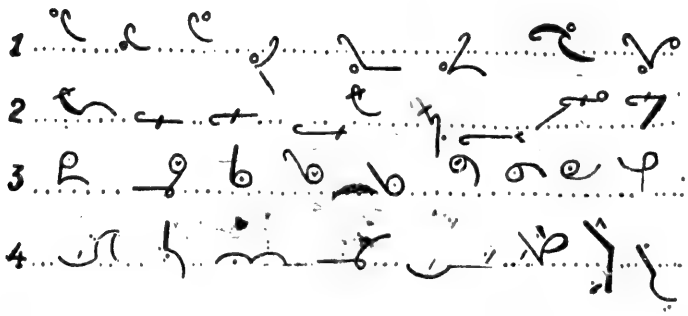
Special Vocalization.

(108) The L and R-hook stems may be vocalized to indicate an intervening vowel by writing circles for the dot vowels, and intersecting the stem with the dash vowels. The circle is written before the stem for the long vowels, and after the stem for the short vowels.

(*a*) The circle Ses may be vocalized by writing the vowel within the circle.

(*b*) The aspirate H may be expressed in the middle of words by writing a little dot before the vowel. This device is rarely used, and only when "h" cannot be more conveniently expressed by the tick.

EXERCISE 39.



The words of the exercise are as follows:

Line 1. Feel, fail, fill, sharp, park, charm, marvel, paralyze.

2. Volume, coal, core, cool, fall, portray, cure, recourse, courage.

3. System, exercise, disease, precise, basis, saucer, schism, season, insist.

4. Unhealthy, adhere, mayhem, exhale, unhook, upholster, boyhood, behalf.

Word-Signs.

(109) Notwithstanding the natural brevity of phonographic outlines, there are many words which occur with such frequency as to require specially abbreviated forms in order to meet the demands of speed. These abbreviated forms are called word-signs. Included among the word signs are certain other words, which, while not abbreviated, are written out of their true position, for the purpose of distinguishing them from other words having the same outline.

(110) Word-signs are not arbitrary characters, but abbreviated forms expressive of one or more of the principal sounds of the words they represent; and in most cases that part of the outline is selected which is suggestive of the whole word. The careful observance of position in writing the word-signs is absolutely necessary, as they become worthless and confusing the moment they are written out of their correct position. In naming the word-signs, the figures 1, 2 and 3 are used to indicate respectively the first, second and third position.

(111) The word-signs must be thoroughly memorized. Probably the quickest way to accomplish this object is to write each sign repeatedly, at the same time mentally naming it, its position, and the word it represents; thus: En (1), any; Vee (2), have, etc. Where a hyphen and added letters occur, as *thank-ed*, it indicates that the same sign stands for both words.

Kay (1), common.
Kay (2), come.
Kays (1), because.
Kel (1), call, equal-ly.
Kel (2), difficult-y.
Kel (3), calculate-d-ation.
Ker (1), correct.
Ker (2), care, carry.
Ker (3), accuracy.
Ken (2), can, question.
Kref (2), careful-ly-ness.
Ket (1), quite.
Ket (2), could.
Klet (1), called, equalled.
Kret (1), according-ly.
Kret (2), cared
Kret (3), accurate-ness.
Kent (2), account.

Gay (1), give-n.
Gay (2), together.
Gen (1), begin-ning.
Gen (2), began, again.
Gen (3), begun.
Get (2), good.

T

Tee (1), time.
Tee (2), it, take.
Tee (3), at, out, took.
Tees (3), itself.
Tel (3), until.
Tel (2), tell, till.
Ter (2), truth.
Tef (2), whatever.
Tref (2), truthful-ly.
Telt (2), told.
Tret (2), toward.

D

Dee (1), dollar.
Dee (2), do
Dee (3), had
Der (1), doctor.
Der (2), dear.
Der (3), during.
Def (2), differ-ent-ce.
Den (2), done.
Den (3), down, had been.

P

Pee (2), up.
Pee (3), hope, party.
Pel (1), comply.
Pel (2), people.
Pel (3), apply.
Per (1), proper-ly.
Per (2), principle-al-ly.
Per (3), practice-cal-ly.
Pen (2), upon
Pref (1), perfect-ly.
Pref (2), prove.
Pref (3), approve-al.
Pef (3), put.
Pret (1), particular-ly.
Pret (2), opportunity.

B

Bee (1), by
Bee (2), be, object.
Bee (3), to be.
Ben (1), combine-ation.
Ben (2), been.
Ben (3), to have been.
Bees (1), business.
Bef (2), before.
Ber (1), liberty.
Ber (2), member, remember-ed.
Ber (3), number-ed.
Bel (1 belong-ed.
Bel (2) believe-d.
Brens (2), remembrance.
Beeshon (2), objection.
Beetive (2), objective.
Bend (1), behind.
Bet (3), about.
Beld (2), behold.

CH

Chay (1) each.
Chay (2), which, change-d.
Chay (3), much, charge-d.
Chef (2), whichever.

J

Jay (2), advantage.
Jay (3), large.
Jer (2), danger.
Jer (3), larger.
Jen (2), general-ly.
Jen (3), imagine.
Jent (1), gentlemen.
Jent (2), gentleman.

M

Em (1), me, my.
Em (2), am, him, may.
~~Em (3), home.~~
Ems (1), myself.
Ems (2), himself.
Emter (2), matter.
Mel (1), million.
Mer (1), Mr., mere, remark.
Mer (2), more.
Men (1), men.
Men (2), man.
Emshon (2), mention-ed.
Med (1), immediate-ly.
Med (2), made.
Met (1), might.
Ment (2), amount.

EMP

Emp (1), important.
Emp (2), improve-d-ment.
Emb (2), may be.
Emps (1), impossible-ity.
Emben (2), may have been.

N

En (1), in, any.
En (2), no, know.
En (3), own.
Ens (1), influence.
Ner (1), near, nor.
Ner (2), manner.
Nen (1), opinion.
Nen (2), none, known.
Nen (3), no one.
Enshon (1), information.
Nel (2), only.
Enses (2), necessary.
Wen (1), when, we know.
Enter (1), entire.
Enter (2), another.
Enter (3), no other.
Net (1), not.
Net (2), nature.
Net (2)-El, *naturally.*
Ned (2), under, hundred.
Nerd (1), in order.

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ING

Ing (1), thing.
Ing (2), language.
Ing (3), long, along.

ITH

Ith (2), think.
Ith (3), thank-ed.
Ther (2), through.
Thet (1), thought.
Thret (2), throughout.

DHEE

Dhee (1), thee, thy.
Dhee (2), they, them.
Dhee (3), though, thou.
Dhees (1), these, thyself.
Dhees (2), this.
Dhees (3), those, thus.
Dheeses (2), themselves.
Dher (1), either.
Dher (2), their. there, they are.
Dher (3), other.
Dhen (1), within.
Dhen (2), then
Dhen (3), than.
Dhet (1), that.
Dhet (2), without.
Dheether (1), that there.
Dheether (2), the other.

F

Ef (1), if.
Ef (2), for, fact, far.
Ef (3), few, affect-ed.
Fel (2), full-y.
Fer (1), form-ed.
Fer (2), from.
Fer (3), for our.
Ferther (2), farther, further.
Fet (1), feature.
Fet (2), after.
Fet (3), future.
Frent (1), frequent-ly.

V

Vee (1), ever.
Vee (2), have.
Vee (3), however.
Vel (3), value.
Ver (1), over.
Ver (2), very, every.
Ver (3), favor-ed.
Ved (1), of it.
Ved (2), evident-ly-ce.
Veld (3), valued.

ISH

Ish (1), wish, she.
Ish (2), shall.
Ish (3), issue.
Sher (2), surely.
Isht (1), wished.
Ish (3), issued.

ZHAY

Zhay (2), usual-ly.
Zher (2), pleasure.
Zher (3) measure.

AR, RAY

Ar (1), her, hear, here.
Ar (2), are.
Ray (2), are.
Ar (3), our.
Ars (1), herself.
Ars (3), ourself.
Arther (2), rather.
Ard (1), Lord, read.
Ard (2), heard, word.
Wer (1), we are.
Wer (2), where.
Wer (3), aware.

WAY

Way (1), why.
Way (2), way.
Way (3), away.
Wayther (2), whether.

WEH, WUH

Weh (1), we, with.
Weh (2), were.
Wuh (1), what.
Wuh (2), would.

YAY

Yay (2), you.
Yays (2), yours.
Yayses (2), yourse[illegible]

YEH, YUH

Yeh (1), ye, year.
Yeh (2), yet.
Yuh (1), beyond.
Yuh (2), you.

S

Es (1), see.
Es (2), so.
Es (3), us, use (noun).
Est (1), astonish-ed-ment.
Est (2), establish-ed-ment.

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ZEE

Zee (2), was.
Zee (3), use (verb).
Zet (1), is it.
Zet (2), has it, as it.
Zet (3), used.

LAY

Lay (2), will-ing-ness.
Lay (3), whole.
Wel (1), while, we will.
Wel (2), well.
Len (2), alone, learn-ed.
Let (2), let.
Lets, (2), let us.
Eld (2), world.

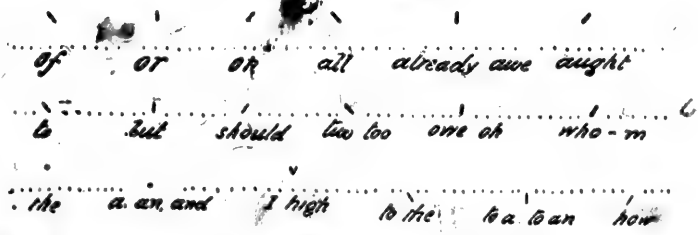
ISS, SES, STEH

Iss (1), is, his.
Iss (2), as, has.
Ses (1), is as, is his.
Ses (2), as is, as has.
Steh (2), first.
Spret (1), spirit.
Iss-Bee (2), subject.
Iss-Vee (2), several.
Smet (1), somewhat.
Smet (2), sometime.
Iss-Ret (2), certain-ly-ty.
Snet (1), is not.
Snet (2), has not.

(112) Derivations from the words of the foregoing list may be formed by writing the character representing the derivative either joined to, or disjoined from, the word-sign, thus:

thinks things influences influenced commonly objected

Vowel Word-Signs.



(113) The vowel word signs are named from the stems, thus: Petoid, Tetoid, Chetoid, Betoid, Detoid, Jetoid. Petoid is a quarter length Pee; Tetoid, a quarter length Tee, and so with the other signs. These ticks are called vowel word-signs, as they are the vowel signs written in changed directions for the different words they represent. The dots are called the "dot—a" and the "dot—the." The sign for "I" is called the "I—diphthong."

(*a*) "Whose" and "owes" are formed from "who" and "owe" by adding the circle Iss.

(*b*) All of the vowel word-signs are written downward with the exception of "on," "should," and "how," which may be written either upward or downward.

Contractions.

(114) The words in the following list are represented by contracted forms either on account of their frequent recurrence, or for the reason that their full outlines would be inconveniently long or difficult to make. Many of the contractions are regularly formed and will, therefore, be readily retained in the memory. For example, the words *direct inspect, abstract, respect, distract*, and similar words are contracted by the omission of Ket; thus, Der(2), Ens-Pee(2), Bees(3)-Ter, Rays(2)-Pee, Dees(3)-Ter. Also in the words *efficient, sufficient, deficient, proficient, insufficient*, and their derivatives, the contractions are regularly formed by the omission of Ent; thus, Ef(2)-Shay, Sef(2)-Shay, Def(2)-Shay, Pref(2)-Shay, Ens-Ef(2)-Shay. Many other contractions are similarly formed. The student should become just as familiar with the following contractions as with the preceding list of word-signs.

A

Acknowledge, Kay-Jay (2).
Acknowledged, Kay-Jed (2).
Abrupt-ly-ness, Bee(2)-Ray-Pet.
Anything, En-Ing (1).
Anywhere, En (1)-Wer.
Anybody, En-Bed (1).
Afterward, Fet (2)-Werd.
Abstract-ed, Bees (3)-Ter.
Abstraction, Bees (3)-Tershon.
Abject, Bee (2)-Jay.
Acquaint-ed-ance, Kay (2)-Net.
Administer-ed, Dee (3)-Iss-Ter.
Administration, Dee(3)-Iss-Tershon.
Admit-ted-ance, Dee(1)-Met.
Advancement, Dees (3)-Ment.
Agency, Jay(2)-Es.
Aggregate-d, Ger(2)-Gay.
Agriculture, Ger(2)-Kel.
Ambitious-ly-ness, Emb-Ish (1).
America, Em(2)-Kay.
American, Em (2)-Ken.
Anticipation, Nets-Pee (1).
Arbitrary, Ar(3)-Bet.
Architect-ure-ural, Ar(2)-Ket.
Artificial-ly-ity, Ret (1)-Ef.
Aspect, Es (3)-Pee.
Auspicious-ly-ness, Es (1)-Pee.
Average, Vee (3)-Jay.

B

Bankrupt-cy, Bee (3)-Ing.
British America, Bret(1)-Em-Kay.
Busybody, Bees (1)-Bed.
Beneficial, Bee(2)-Ef.
Beginner, Gen(1)-Ar,
Become, Bee (2)-Kay.

C

Calculable, Kel (3)-Bel.
Capable, Kay-Bel (2).
Capability, Kay (1):Bee.
Certificate, Iss-Ret (1)-Ef.
Changeable, Chay (2)-Bel.
Character, Ker (2) -Kay.
Characteristic, Ker (2)-Kayst.
Chargeable, Chay (3)-Bel.
Collateral, Kay (2)-Layter.
Collect-ed-ion, Kel(2)-Kay.
Comfort-ed-able, Ef (2)-Ret.
Commercial, Kay (2)-Mer.
Conscientious-ly-ness, Ish (2)-En.
Conspicuous-ly-ness, Spee(1)-Kays.
Contingency, Tee (2)-En-Jay.
Cross-examine-ation, Kers(2)-Men.
Cross-examined, Kers (2)-Ment.

D

December, Decs (2)-Em.
Declare-d-ation, Dee (2)-Kler.
Deficient-cy, Def (2)-Shay.
Deform-ed-ity, Dee (1)-Fer.
Deject-ed-tion, Dee (2)-Jay.
Depth, Dee (2)-Pee.
Destruction, Dee (2)-Stershon.
Destructive, Dee (2)-Stref.
Determine-ed-ation, Dee(2)-Tren.
Detest-ed-ation, Dets(2)-Tee.
Detract-ed, Dee(3)-Ter.
Develop-ed-ment, Def (2)-Pee.
Devolve-ed, Def (2)-Vee.
Dilapidate-d-ation, Del(2)-Pet.
Director, Der(2)-Ter.
Directory, Der (2)-Ket.
Disadvantage, Dees (2)-Jay.
Disbelieve-d, Dees (2)-Bel.
Discharge-d, Dees (2)-Chay.
Discriminate-ed-ation, Dees (2)-Kay.
Discrepancy, Dees (2)-Kay-Pee.
Dissatisfy-ied, Dee (2)-Stee.
Distinctive, Deest (2)-Vee.
Distinguish, Deest (2)-Ing.
Distract-ed-ly, Dees (3)-Ter.

E

Effect-ed, Ef (2)-Kay.
Efficacious, Ef (2)-Kay-Ish.
Efficient-ly-cy, Ef (2)-Shay.
Electric-ity, El (2)-Kay.
Entertainment, Net-Tee(2)-Ment.
Enthusiastic-iasm, En-Ithses (2).
Envelope-d, En-Vee (2)-Pee.
Equivalent-ce, Kay-Vee (2).
Especial-ly, Es (2)-Pee.
Essential-ly, Es(2)-En.
Eventual-ly-ity, Vee(2)-Net.
Everything, Vee (1)-Ing.
Exaggeratory, Iss-Jert (2)-Ray.
Exchange-d, Kays-Chay (2).
Exclaim-ed-ation-atory, Kays(2)-Kel.
Executrix, Kays (2)-Kays.
Exorbitant-ce, Kays(2)-Ray-Bet.
Expedition, Kays-Pet (1).
Experiment-ed-al-ation, Sper (2)-Ment.
Extenuate-ed, Sten (2)-Tee.
Extenuation, Sten (2)-Ishen.
Extinct-ion, Kays-Tee (2).
Extinguish-ed, Kays (2)-Tee.
Extraordinary, Ster (2) Ard.
Extremity, Ster (2)-Tee.

F

Facetious-ly-ness, Efs (2)-Shay.
Familiar-ly-ity, Ef (2)-Em.
February, Ef (2)-Bee.
Forever, Ef (2)-Vee.
Formal-ly, Fer (1)-Lay.
Former ly, Fer (1)-Ar.
Forward-ed, Ef (2)-Werd.

G

Government, Gef (2)-Ment.
Governor, Gef (2)-Ray.
Gracious-ly-ness, Ger-Ish (2).
Great Britain, Gret (2)-Bret.

H

Handwriting, Nert (3)-Ing.
Hazard-ed-ous, Zee (2) Ard.
Henceforth, Ens-Ef (2)-Ith.
Heretofore, Ret (2)-Ef.
Highly, Petoid-Lay (1).
History-ical, Est (1)-Ray.
Horticulture-al, Art (1)-K[illegible]

I

Identification, Dent (2)-Efshon.
Imaginable, Jen (3)-Bee.
Imperfect-ly, Em-Pref (1).
Indefatigable, End-Fet (2).
Independent-ly-ce, End-Pend (2).
Indescribable-ly, Ends-Kay-Bel (2).
Indignant-ly-ation, End (1)-Gay.
Indispensable, End-Iss-Pens (2).
Individual-ly, End-Ved (1).
Individuality, End (1):Ved.
Indiscriminate-ion, Ends(1)-Kay.
Indifferent-ce, En-Def (2).
Indulge-d, End-Jay (2).
Indulgence, End-Jens (2).
Infer-red, En-Ef (2).
Infers-ence, En-Ef (2).
Inferior-ity, En (1)-Ef.

Influential, En (1)-Shel.
Inform-ed-ant, En-Fer (1).
Informal-ly-ity, En-Fer (1)-Lay.
Inquire-y, En-Wer (1).
Insignificant-ce, Ens (1)-Gay.
Inspect-ed-ion, Ens-Pee (2).
Inspire-ed-ation, In-Sper (1).
Integrity, Net (2)-Gret.
Intellect-ual-ity, Net (1)-Ket.
Intelligible-ity, Net-Jay (2)
Intelligence, Net-Jens (2).
Intelligent, Net-Jent (2).
Interest, Net-Stee (2).
Interested, Net-Stet (2).
Interpret-ed-ation, Net-Pret (2).
Intolerable, Ent-El (1).
Introduction, Net-Deeshon (2).
Investigation, En-Vees-eshon(2).
Invite-d-ation, En-Vet (1).
Involve-d, En-Vee (1).
Irregular-ly-ity, Ar (2)-Gay.

J

January, Jay (2)-En.
Judicious-ly-ness, Jed (1)-Shay.
Jurisprudence, Jers (2)-Pee.
Juxtaposition, Jays(2)-Pees-eshon.

K

Knowledge, En-Jay (2).
Knew, En (2)-Chetoid.

L

Legislate-ed-ture, Lay (2)-Jay.
Legislation, Lay (2)-Jayshon.
Legislative, Lay (2)-Jef.
Lengthwise, Ing (3)-Weh-Iss.
Lengthy, Ing (3)-Ith.
Liberal-ity, Lay (1)-Brel.

M

Machine, Em-Ish (2).
Machinery, Em-Ish (2)-Ray.
Machinist, Em-Ish (2)-Steh.
Magnificent-ly-ce, Em (1)-Gay.
Manager, Em-Jer (2).
Majority, Em-Jert (1).
Manufacture-ed-tory, Em-En-Ef (2).
Massachusetts, Ems-Chay (3).
Mark-ed, Em (3)-Kay.
Maximum, Ems (2)-Em.
Meanwhile, Em (1)-Nel.
Memorandum, Em (2)-Em.
Minimum, Men (1)-Em.
Minority, Em (1)-Nert.
Misfortune, Ems-Fret (1).
Modification, Med-Efshon (2).
Mortgage, Mer (1)-Gay.

N

Needful, Ned-Ef (1).
Neglect-ed-ful, En (2)-Gay.
Negligence, En (2)-Gel.
Never, En-Vee (2).
New, En (2)-Chetoid.
Nevertheless, En (1)-Vee (intersecting).
New York, En (2)-Yay.
Next, Enst (2).
Nobody, En (2)-Bed.
Nothing, En-Ith (2).
Notification, Net-Efshon (2).
Notwithstanding, En(1)-Tee (intersecting).
November, En-Vee (2).
Now, En-Petoid (2).
Nowhere, En (2)-Wer.

O

Obstruct-ed-ion, Bee(2)-Ster.
Obstructive, Bee(2)-Stref.
Officious-ly-ness, Ef(1)-Ish.
Oftentimes, Fent (1)-Ems.
Ofttimes, Fet (1)-Ems.
Onward, Retoid-Werd (1).
Overwhelm-ed, Ver (2)-El.

P

Patentable, Pet (3)-Bel.
Patentee, Pet (3)-Tee.
Paternal, Pet (2)-Ren.
Patronage, Pet (3)-Ray-Jay.
Peculiar-ly-ity, Pee (2)-Kay.
Pennsylvania, Pees (2)-Vee.
Perform-ed-ance, Per (2)-Fer.
Permanent-ly-ce, Per (2)-Men.
Perpendicular-ly-ity, Per(2)-Pen.
Perpetual-ate-ity, Pee(2)-Ray-Pet.
Platform, Plet(2)-Fer.
Popular-ly-ity, Pee (1)-Pee.
Powerful-ly, Pee (3)-Ref.
Practicable-ity, Per (3)-Ket.
Prejudice-d, Per(2)-Jed.
Prepare-d-ation, Per(2)-Pee-Ray.
Prescribe-d-ption, Per (1)-Skay.

Prescriptive, Per (1)-Skref.
Pretension, Per (2)-Ten.
Privilege, Pref (2)-Jay.
Probable-ly-ity, Per (2)-Bee.
Prodigious-ly, Pred (1)-Jay.
Product, Per (2)-Dee.
Productive, Per (2)-Def.
Production, Per (2)-Deeshon.
Proficient-cy, Pref (2)-Shay.
Project, Per (2)-Jay.
Prominent-ly-ce, Per (1)-Men.
Property, Per (1)-Pee.
Proportion, Per (2)-Peeshon.
Prospect-us, Per (1)-Spee.
Protract-ed, Per (3)-Ter.
Public-ly-ity, Pee (2)-Bee.
Publish-ed, Pee (2)-Bee.
Punctual-ity-ation, Pee (2)-Ing.

R

Rapid-ly-ity, Ray (2)-Pet.
Ratification, Ret (2)-Efshon.
Recollect-ed-tion, Ray(2)-Kel-Kay.
Reduction, Ray (2)-Deeshon.
Refer-red, Ray (2)-Ef.
Refers-ence Ray (2)-Efs.
Reflect-ed-ion, Ray (2)-Ef-Kay.
Reform-ed, Ray (1)-Fer.
Regular-ly-ity, Ray (2)-Gay.
Reject-ed, Ray (2)-Jay.
Relinquish-ed, Rel (2)-Ing.
Reluctant-ly-ce, Rel (2)-Ket.
Remarkable-ly, Mer-Bel (2).
Remit-ted-ance, Ar (1)-Met.
Respect-ed-ful-ly, Ray (2)-Spee.
Respectively, Ray (2)-Spef.
Repeat-ed-ly-tition, Ray (1)-Pet.
Represent-ed, Ray (2)-Pee.
Representation, Ray(2)-Peeshon.
Representative, Ray (2)-Peetive.
Responsible-ity, Ray (2)-Spens.
Responsive, Ray (2)-Spen.
Repute-ed-tation, Ray (3)-Pet.
Restrict-ed-ion, Ray (2)-Ster.
Retract-ed, Ray (3)-Ter.

S

Scientific-ly, Es (1)-Ent.
Signature, Iss-Gay (1)-Net.
Something, Sem (2)-Ing.
Southeastern, Iss-Thees (2)-Ren.
Southwestern, Iss-Ways (2)-Ren.
Speakable, Spee (1)-Bel.
Structure, Ster (2)-Ter.
Sufficient-ly-cy, Sef(2)-Shay.
Substantial-ly, Iss-Bees(2)-Ten-Ish.
September, Spet(2)-Em.

T

Technical-ly-ity, Tee (2)-Kay.
Thanksgiving, Iths (3)-Gay.
Thenceforward, Thees(2)-Ef-Werd.
Tranquil-ly-ity, Ter (3)-Ing.
Transatlantic, Ters (2)-Lent-Kay.
Transcribe-d, Ters (1)-Kay.
Transgress, Ters (2)-Gays.
Transfer-ed-ence, Ters(2)-Ef.
Transform-ed-ation, Ters (2)-Fer.

U

Understand-ing, End (2)-Stend.
Understood, End (2)-Stet.
Undertake, End-Tee (2).
Undertook, End (2)-Tee.
Uniform-ly-ity, En-Fer (3).
Unfortunate-ly, En-Fret (1).
Unquestionable, En-Ken (2)-Bee.

V

Validity, Vee (2)-Eld.
Vexatious-ly-ness, Vee (2)-Kays.
Vice-versa, Vees (2)-Vee.

W

Warrantable, Wernt (1)-Bee.
Whenever, Wen-Vee (2).
Wherever, Wer (2)-Vee.

Y

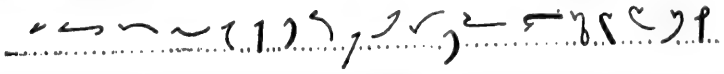
Yesterday, Ester (2).

Note.—To indicate that a stem is disjoined, it is preceded by a colon; thus, End: Ved (individuality) indicates that Ved should be disjoined and written partially under End. In the outline for "notwithstanding" the stem Tee is written through the middle of the stem En. In "nevertheless," the stem Vee is written through the stem En.

Phrase-Writing.

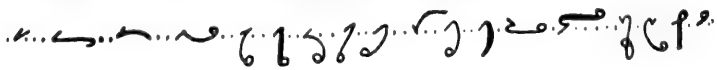
(115) The joining of words, or phrase-writing as it is called assists materially in acquiring speed, and when judiciously used, adds greatly to the legibility of the writing.

(116) The "I" Tick.—A small initial tick, confined to the first position, and joined in the direction of Pee, Chay, or Kay, is used in preference to the diphthong sign for the expression of the pronoun "I."



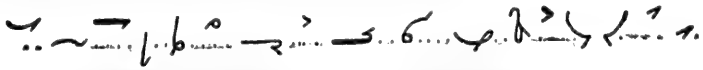
I should, I can, I am, I know, I think, I do, I was, I hear, I charge, I wish, I will, I use, I call, I agree, I trust, I believe, I feel, I assure, I said.

(117) The "HE" Tick.—The Heh Tick is used suggestively for "he," but when joined initially, it is confined to the second position in order to distinguish it from the tick for "I."



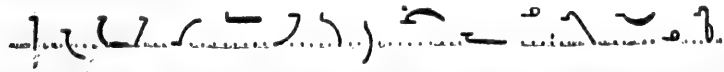
He should, he can, he may, he knows, he thinks, he does, he hears, he charges, he wishes, he will, he says, he was, he calls, he agrees, he trusts, he feels, he said, he is, (or), he has.

(118) The "THE" Tick.--A *final* slanting tick corresponding to the tick for "he," but not confined to any position, is used suggestively for "the" in preference to the dot.



In the, may the, give the, at the, it is the, is the, can the, of the, gave the, sell the, knows the, trust the, all the, for the, shall the, on the, should the.

(119) The "A-AN-D" Tick.—An *initial* horizontal or perpendicular tick not confined to any position, is generally used instead of the dot for a-an-d.



And it, a few, and they, and which, and will, and give, and shall, and are, a use, a mere, a difficulty, and is, a principle, a thing, and as, and trust.

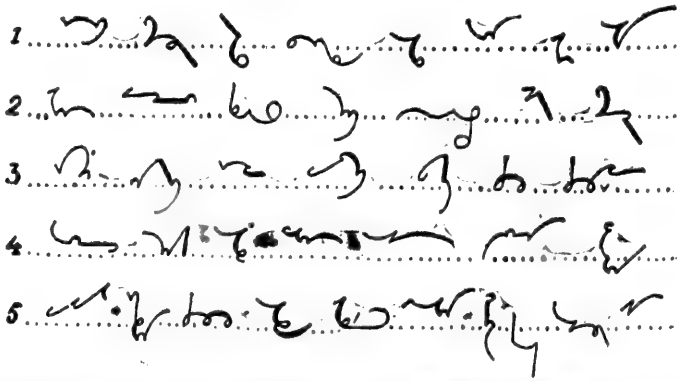
Note.—For ease and certainty of reading, this tick should be used initially only, although it is allowable to affix it to any of the vowel word-signs, if extra care is taken to make it accurately. Note carefully the following joinings:

of a, or a, on a, should a, and a, and but, and the, and should

(120) Phrase-writing, however, is not limited to the joining of "I," "he," "the" and "and," as already explained, but the principle applies equally well to other words. This does not mean the indiscriminate stringing together of words without reference to their natural relationship. Such joinings would not only retard speed, but also render the writing illegible. Only such words, therefore, as bear a grammatical relationship toward one another should be phrased, and then only when they can be readily joined. Unnatural phrases and awkward forms should be carefully avoided.

(121) Write the first word of a phrase in its proper position, the other words following without regard to the rules of position.

EXERCISE 40.



Note.—Any first position tick or horizontal stem may be written farther from or nearer to the line so as to admit of the second word being written in its proper position; as, "in those," "I thank you," etc. Line 1.

The phrases in the foregoing exercise are as follows:

Line 1. I am sure, there must be, by themselves, some person, in those, if you will, I thank you, in your letter.

2. I think you may, I can give you, it is not necessary, are you sure, many instances, and I should be, there can be.

3. I will see you, you will be sure, I am glad, we are very sure, we will do so, it is impossible, it is most likely.

4. If you can, are you ready, in this way, in order that you may be, in the matter, will you kindly, we think that you are.

5. We are aware that, I trust that you will, it seems impossible, in this manner, on this occasion, I know that you will, what do you think, at any time, for the most part, on the whole.

Group Phrasing.

(122) By the use of the various stem modifications and attachments to stems, words are prefixed or added as follows:

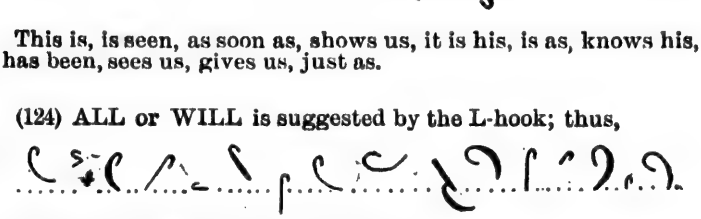
(123) IS, HIS, AS, HAS or US is suggested by the circle Iss; thus,

It is, in his, such as, which has, for his, with us, of us, as well as, which has been, by us, that is, as long as, it is the, about as, without his, as far as.

Note.—If the outline ends with a circle, it may be enlarged to add one of the above words; thus,

This is, is seen, as soon as, shows us, it is his, is as, knows his, as has been, sees us, gives us, just as.

(124) ALL or WILL is suggested by the L-hook; thus,



If all, of all the, they will, which will, and all, by all, at all, for all, in all, above all, over all, it will, on all, there will, but all, from all.

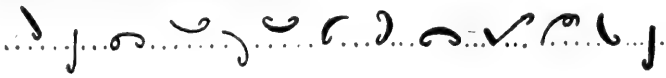
(125) ARE, OUR, and occasionally OR, are suggested by the R-hook; thus,

Which are, each are, to our, by our, in our, for our, of our, at our, they are, if our, on or about, for all are, who are, and are.

(126) WERE is suggested by attaching the R-hook and writing the stem in the third position; thus,

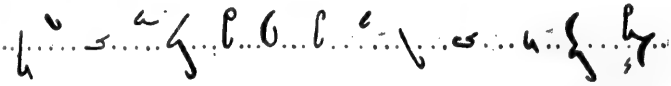
It were, as it were, such were, who were, which were.

(127) ONE, OWN, THAN, and occasionally BEEN are suggested by the N-hook; thus,



By one, at one, some one, any one, our own, in our own, your own, their own, more than, better than, less than, have been, had been.

(128) OF, IF, HAVE, or TO HAVE is suggested by the F-hook; thus,



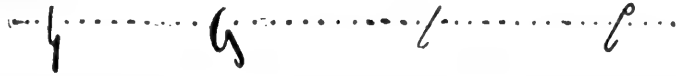
Out of the, all of, and of the, I have not, which have been said to have, they have, it will have, ought to have, hope to have and all of the, but if the, they should have been, City of New York.

Note.—The representation of *they have*, as above indicated, is a survival of the use of a long, narrow, final hook for the expression of *f* or *v* following curved stems. Now, however, its use is generally limited to the foregoing example. Care need not be taken to distinguish this hook in appearance from the Shon-hook, as there will be found no occasion for using the Shon-hook following the Stem Dhee.

(129) OUGHT TO HAVE is suggested in the following phrases by attaching the F-hook and writing the stem in the first position; thus,

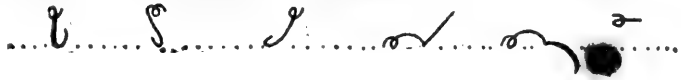
It ought to have, which ought to have, they ought to have been, such ought to have.

(130) WOULD HAVE is suggested in the following phrases by attaching the F-hook and writing the stem in the third position; thus,



It would have had, they would have been, which would have, such would have.

(131) IN is sometimes represented by the In hook; thus,



In consideration, in explaining in session, in summer, in some way, in secret.

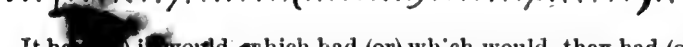
(132) IT is suggested by shortening the preceding stem, and retaining it in its proper position; thus,

In it, where it, when it is, make it, if it is, whenever it is, by it, if it were, through its, have it, from its, over it.

(133) OUGHT is suggested in the following phrases by shortening the preceding stem and placing it in the first position; thus

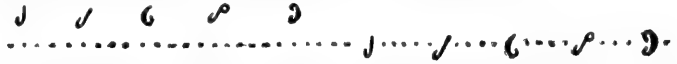
It ought, which ought, they ought, she ought, there ought, such ought.

(134) HAD or WOULD is suggested in the following phrases by shortening the preceding stem and placing it in the third position; thus,



It had (or) it would, which had (or) which would they had (or) they would, she had (or) she would, such had (or) such would. there had (or) there would.

Note.—NOT may be added to any of the phrases given in the last two paragraphs by affixing the N-hook; thus,



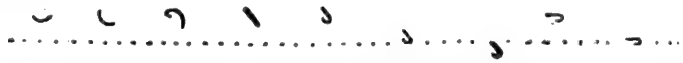
It ought not, which ought not, they ought not, such ought not, there ought not, it had not (or) it would not, which had not (or) which would not, they had not (or) they would not, such had not (or) such would not, there had not (or) there would not.

(135) NOT is suggested by shortening certain stems and adding the N-hook. "Not" is added to the vowel word-signs *or* and *but* by attaching the N-hook.

May not, will not, are not, were not, it will not, if not, can not, they are not, did not, do not, had not, or not, but not.

Note.—"Could not" and "might not" are represented by Ket-Net and Met-Net to distinguish them from "cannot" and "may not."

(136) WHAT is occasionally represented by shortening a stem, and placing it in the first position. "What" and "would" are added to certain of the vowel word-signs by attaching the N-hook.



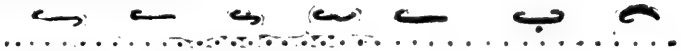
In what, for what, from what, by what, of what, to what, about what, and what, and would.

(137) WE or WITH is suggested by the W-hook, placing the stem in the first position; thus,

We know, we may (or) with me, we will, we are (or) with our, we regard (or) with regard, we require, we are not, we will not, we may not.

Note.—"With him" is represented by Wem written on the line, to distinguish from "with me."

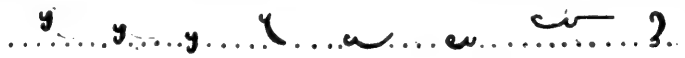
(138) WE may be prefixed to Kay, Gay and Emb, by joining Weh as a hook; thus,



We can, we come, we cannot, we could not, we give, we gave, we may be.

Note.—In practice, the signs formed by prefixing Weh as a hook to Kay, Gay and Emb do not conflict with the corresponding L and R-hook stems, as the context will readily determine which is intended.

(139) YOU and WERE are sometimes reversed in phrasing thus,



You did not, you do not, you had not, you have, you know send you, when you come, there were.

(140) Enlarging a brief Way word-sign, adds any other brief Way word-sign; thus,

We were (or) with what, were we, what would (or) what we, would we.

(141) Enlarging a brief Way word-sign and inclining it in the direction of Ray or Chay, adds *you;* thus,

With you, were you, what you, would you.

(142) Enlarging a brief Yay word-sign, adds a brief Way word-sign; thus,

You were (or) you would, beyond what, yet we (or) yet with, ye were (or) ye would.

Note.—Enlarged Yeh is sometimes used for "you were" in phrasing, especially when enlarged Yeh cannot be conveniently joined.

(143) THERE, THEIR, THEY ARE, and occasionally OTHER are suggested by the lengthening principle; thus,

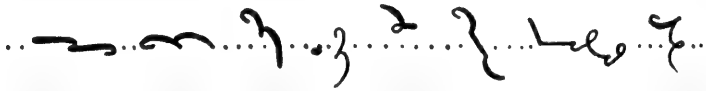
In their (or) any other, may there, are there, will there, whenever there is, by their, while there is, the other, that there is, when did you go there.

(144) When these words cannot be conveniently expressed by the lengthening principle, they may be indicated by a short, heavy dash written in the direction of Bee or Jay; thus,

Can there, would there, I have been there, sent there, around there, since there, what their, upon their, does there, were there, remain there, because there is.

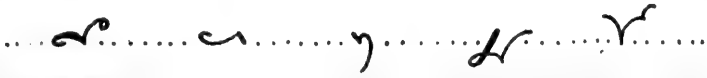
Implication of Words.

(145) AND may be implied in phrases like the following by joining the adjacent words; thus,



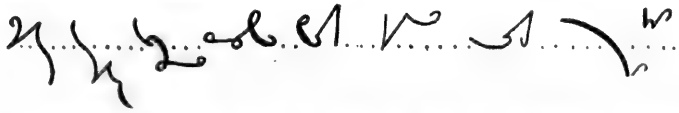
Again and again, more and more, over and over, through and through, wise and good, over and above, backwards and forwards, north and south.

(146) OR may be implied in certain phrases by joining the the adjacent words; thus,



more or less, one or two, two or three, large or small, early or late.

Note.—In certain phrases "or" may be represented by the Stem Ray, and occasionally by the R-hook; thus,



Three or four, four or five, five or six, six or seven, seven or eight, eight or nine, nine or ten, whether or not, did you or not.

(147) HAVE may be omitted in phrases like the following without endangering legibility.

Shall have been, it must have been, it may have been, we have done.

(148) OF or OF THE may be indicated by writing the adjacent words in close proximity; sometimes the adjacent words are joined.

Days of the week, subject of the letter, a number of men, statement of the case, piece of paper, bill of sale, bill of lading.

(149) TO or TO THE may be implied by writing the following word under the line. This does not apply, however, if the following stem is written upward.

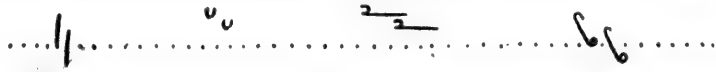
To-day, to see, to me, to whom, to you, to pay, to go, to receive, to live, to regard.

Note.—Outlines written beneath the line for this purpose are said to be in the fourth position. It is advisable to vocalize "me" when written in the fourth position, in order to distinguish it from "him."

(150) FROM TO may be omitted in such phrases as the following:

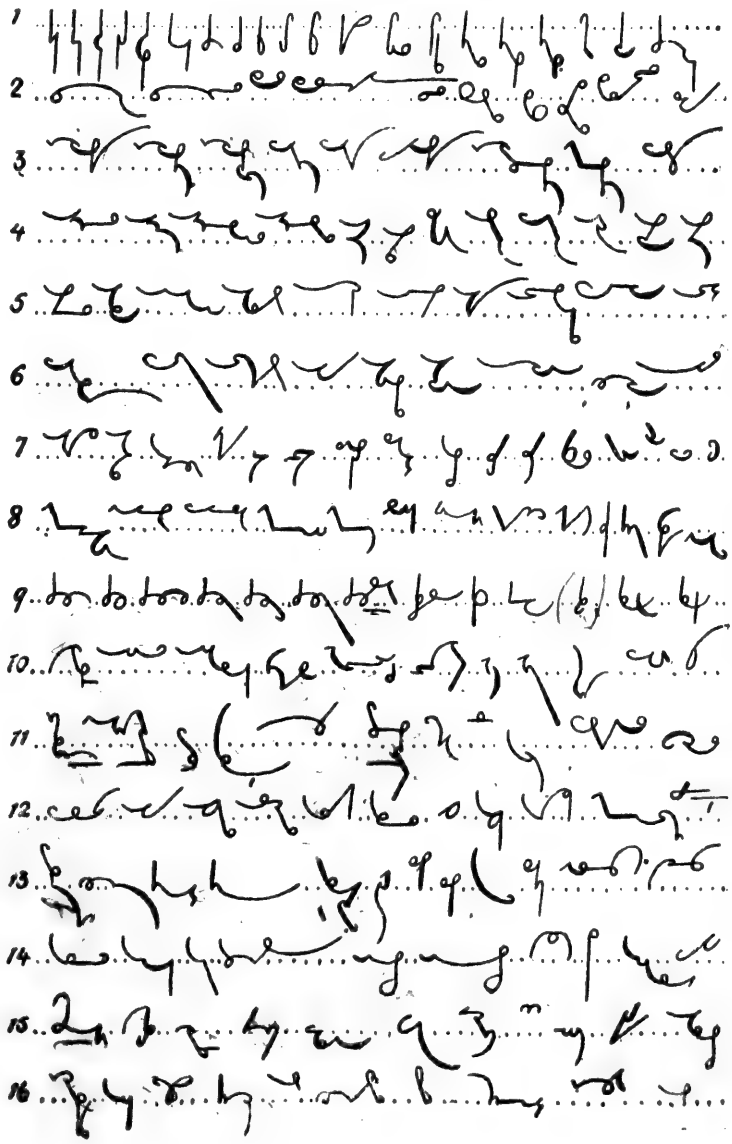
From time to time, from hour to hour, from year to year, from place to place, from side to side, from day to day, from town to town.

(151) AFTER may be implied in phrases like the following by writing one of the adjacent words below the other; thus,



Day after day, year after year, week after week, place after place.

(152) Special Phrase List.



The phrases in the foregoing list are as follows:

Line 1. At the time, at a time, at that time, at one time, at this time, at any time, at the same time, at once, at first, at length, at least, at last, at all events, at all times, at present, at the present time, at the present date, at or about, at any rate, at some future time.

2. As a matter of fact, as a matter of course, as near as, as near as (I, you) can recollect, as great as, as soon as possible, as fast as, as much as possible, as far as regards, as a rule.

3. I am in receipt of your letter, I am in receipt of your favor, I am in receipt of your valued favor, in reply to your favor, in reply to your letter, we are in receipt of your letter, I am pleased to acknowledge receipt of your favor, I beg to acknowledge receipt of your favor, in response to your letter.

4. In the ordinary course, in the ordinary way, in the ordinary course of events, in the ordinary course of business, in the usual way, in as much as, in consideration of the fact, in his behalf, in our behalf, in point of fact, in such a manner, in such a way.

5. In such a case, in this manner, in any event, in this respect, in the meantime, in exchange, in your letter, in the course of a few days, in like manner, in accordance with the.

6. In reference to that matter, in all probability, in every respect, in reality, in your own interests, in your handwriting, in my handwriting, in some manner, in other words.

7. Nothing less, nothing else, for the most part, on the contrary, a good deal, a great deal, as I understand it, is it not a fact that the, for instance, just at hand, just so, just as soon as, beforehand, behindhand, on the one hand, on the other hand.

8. I beg to call your attention to the fact, I enclose herewith, we enclose you herewith, I beg to hand you, I beg to say, I send you to-day, I have no doubt, bear in mind, I dare say, etc. (et cetera), do you remember, yours truly, how long have you been.

9. It seems to me, it seems to us, it seems impossible, it seems to be, it seems to have been, it seems probable, it seems reasonable, it stands to reason, it is said, it can only, it is therefore, it is nevertheless, it is notwithstanding.

10. Will you please state to the court, in your opinion, in your vicinity, your favor received, and have carefully noted contents, and greatly oblige, I think it was, I think it probable, so that you will, when you were there, stockholder.

11. I trust that you may, I know that you will be pleased, balance sheet, that there is no other, my dear sir, please acknowledge receipt and oblige, from the fact, and is a, half an hour, in all its bearings, more than once.

12. Once in a while, in relation to, in the first place, in the second place, first rate, first class, the first, for the first time, for the last time, I beg to inform you, joint stock company.

13. Please state whether or not, in some way or other, do you know that the, do you know whether, to the best of my knowledge and belief, I don't think so, as I said, as he said, of their own, isn't it true, I need scarcely say, learned counsel.

14. For the sake of, for a long time, for the purpose of, for some reason or other, under any circumstances, under any other circumstances, elsewhere, as to their, have you ever seen the, where were you.

15. There is no doubt, Ladies and Gentlemen, may it please the Court, General Manager, and all that sort of thing, were you ever there, I cannot be sure, beyond you, and yet you say, Gentlemen of the jury, in this instance.

16. I am not positive, have you had, from first to last, do you mean to say, in spite of, in some respects, step by step, are you acquainted with the, I am certain that, instead of.

Discriminative Outlines.

(153) Words containing the same consonants in the same order must be distinguished, especially when the conflicting words are the same part of speech. There are three methods of distinguishing such words, viz., (1) by variation of consonant outline; (2) by difference of position; (3) by vocalizing one or more of the conflicting words.

The following is a partial list of such words, some of which the student has already learned, but they are here gathered in convenient form for study; and when these distinctions are made thoroughly familiar, the student will be able to form distinctions for himself when occasion requires.

Prepare, Per(2)—Pee—Ray.
Appropriate, Per(2)—Pret.
Purport, Pee(2)—Pee—Ret.

Propose, Per(2)—Pees.
Perhaps, Per (2)—Pees.
Purpose, Pee(2)—Pees.

Portion, Pee(2)—Rayshon.
Apportion, Pee(3)—Rayshon.
Operation, Pershon(2).
Oppression, Pershon(3).

Proportion, Per(2)—Peeshon.
Appropriation, Per(2)—Pershon.
Preparation, Per(2)—Pee—Rayshon.

Proffer, Pref (1)—Ray.
Prefer, Pref (2)—Ray.
Approver, Pref(3)—Ray.

Separate, Spret (2).
Support, Spee(2)—Ret.

Strife, Stref(1).
Starve, Steh—Ref(2).

Disease, Deeses(1).
Decease, Dees(2)—Es.

Devise, Def(2)—Zee.
Advise, Vees(1).

Daughter, Dee(1)—Ter.
Editor, Dee(2)—Ter.
Auditor, Det(1)—Ar.
Doubter, Det(3)—Ar.

Direction, Dershon(2).
Duration, Dershon(3).
Adoration, Dee(2)—Rayshon.

Unavoidable, En-Ved(1)—Bel.
Inevitable, En-Ved (2)—Bel.

Collision, Kelshon (1).
Coalition, Kay(1)—Layshon.
Collusion, Kay(3)—Layshon.

Poor, Pee(3)—Ar.
Pure, Pee(3)—Ray.

Appeal, Pee(1)—Lay.
Compel, Pee(2)—Lay.
Comply, Pel(1).
Apply, Pel(3).

Protect, Pret(2)—Ket.
Product, Per(2)—Dee.

Protection, Pret(2)—Kayshon.
Production, Per(2)—Deeshon.

Completion, Pelshon(1).
Complexion, Pelshon(2).
Application, Pelshon(3).
Compilation Pee(2)—Layshon.

Prompt, Per(1)—Met.
Permit, Per (2)—Met.
Promote, Per(3)—Met.

Traitor, Ter(2)—Ter.
Trader, Tred (2)—Ar.

Breath, Ber(2)—Ith.
Birth, Bee(2)—Ray—Ith.

Turn, Tee(2)—Ren.
Train, Tren(2).

Attainable, Ten(2)—Bee.
Tenable, Tee(2)—En—Bel.

Trouble, Ter (2)—Bel.
Terrible, Tee(2)—Ray—Bel.

Repeat, Ray(1)—Pet.
Rapid, Ray(2)—Pet.
Repute, Ray(3)—Pet.

Diminish, Dee(2)—Men.
Admonish, Dee(3)—Men.

Alcohol, El(2)—Kay—El.
Alkali, El(2)—Kel.

Migrate, Em(1)—Gret.
Immigrate, (i)Em(1)—Gret.
Emigrate, Em(2)—Gret.

Mrs., Ems—Es(2).
Misses, Emses(1).

Eminent, Men(2)—Ent.
Imminent, Men(1)—Ent.

Accordance, Kred(1).
Credence, Ker—Dens (2).

Expert, Kays—Pert(2).
Export, Kays—Pee(2)—Ret.
Expired, Kays—Pee(2)—Ard.

God, Ged (1).
Guide, Gay-Dee(2).
Good, Ged (2).

Greatly, Gret (2)—Lay.
Gradually, Gred(3)—Lay.

Affect, Ef(3).
Fact, Ef(2).
Effect, Ef(2)—Kay.

Firm, Fer(1)—Em.
Frame, Fer(2)—Em.
Farm, Ef(2)—Ar—Em.
Form, Fer(1).

Finely, Fen(1)—Lay.
Finally, Ef(1)—Nel.

Valuable, Vel(3)—Bel.
Available, Vee(2)—Lay—Bel.

Unsociable, Ins—Ish(2)—Bee.
Insatiable, Ens(2)—Shay—Bee.

Embrace, Em—Bers(2).
Embarrass, Emb(3)—Rays.

Renewed, Ray(3)—En—Dee.
Ruined, Ray(3)—End.

Relevant, Rel(2)—Vent.
Irrelevant, Ar(2)—Lay—Vent.

Patient, Peeshont(2).
Passionate, Peeshon(2)—Tee.

Pledge, Pel(2)—Jay.
Apology, Pee(2)—Lay—Jay.

Person, Pers(2)—En.
Parson, Pee(2)—Rays—En.

Rational, Rayshon(2)—Lay.
Irrational, Ar(2)—Rayshon—Lay.
Repression, Ray(2)—Pershon.
Reparation, Ray(2)—Pee—Rayshon.

Latitude, Let(2)—Tet.
Altitude, Let(2)—Tee—Dee.

Volition, Vee(1)—Layshon.
Violation, Vee(2)—Layshon.
Evolution, Vee(3)—Layshon.
Valuation, Velshon(3).

Avoid, Ved(1).
Evade, Vee(2)—Dee.

Cost, Kayst(1).
Caused, Kays-Dee(2).

Agent, Jay(2)—Net.
Gentleman, Gent(2).

Veracity, Vee(2)—Rays-Tee.
Voracity, Vee(2)—Rays—Tee (voc.)

Desolation, Dees(2)—Layshon.
Dissolution, Dees(2)—Elshon.

Placid, Pels(3)—Dee.
Pellucid, Pee(2)—Lays-Dee.

Abundant, Bend(2).
Abandoned, Ben (2)—Dend.

Prosecute, Pers(1)—Ket.
Persecute, Pee(2)—Rays—Ket.

Promise, Per(1)—Ems.
Premise, Per(2)—Ems.

Respective, Rays(2)—Pef.
Irrespective, Ars(2)—Pef.

Moderate, Emder—Tee(2).
Immoderate, Med(1)—Ret.

Resolute, Rays(2)—Let.
Irresolute, Ars(2)—Let.

Repel, Ray(2)—Pee—Lay.
Reply, Ray(1)—Pel.

Undefined, En—Def(1)—End.
Indefinite, End—Ef(2)—Net.

Intention, Net(2)—Enshon.
Inattention, En—Tee(2)—Enshon.

Demonstration, Dee(2)—Ems—Tershon.
Administration, Dees(3)—Tershon.

Extricate, Kays(2)—Ter—Ket.
Extract, Ster(3).

Extension, Sten (2).
Extenuation, Sten(2)—Ishen.

Indication, End(1)—Kayshon.
Induction, End(2)—Kayshon.

Opposition, Pees—Eshon(1).
Position, Pees—Eshon(2).
Possession, Pees—Eshon(3).

Spend, Spend (2).
Expend, Kays—Pend(2).

Confident, Ef(2)—Dent.
Evident, Ved(2).

Afternoon, Eftern(2).
Forenoon, Lf(2)Nen.

Material, Emter(2)—Lay.
Immaterial, (i)Emter(1)—Lay.

Moral, Merl(2).
Immoral, Merl(1).

Mortal, Mert(2).
Immortal, Mert(1).

Ingenious, En—Jay(2)—Ens.
Ingenuous, En—Jay(2)—En—Es.

Thorough, Ith(2)—Ray.
Through, Ther (2).

Mistake, Ems—Tee(2).
Mistook, Ems—Tee(3).

Effort, Fret(2).
Comfort, Ef(2)—Ret.

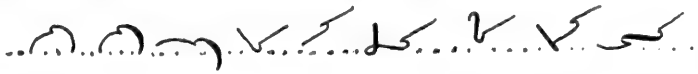
Before, Bef(2).
Above, Bee(2)—Vee.

Special Terminations.

(154) The pliability of this system of shorthand is such that many words may often be written in two or more different ways, either of which would be quite legible and entirely permissible under the rules. For example the word "Calendar" may be written in either of the following ways:

The first outline is generally preferred by writers of this system. In all instances where a word may be expressed by more than one outline, the preferable form should be selected, and always used, as the highest speed can only be reached when every word in the language becomes associated with a particular form. With this object in view, the following hints are given to enable the student to select the preferable form for the representation of certain terminations which it would be allowable to express in more than one way.

(155) FER, VER. For the expression of these terminations use the stems Fer and Ver following curved stems; use the F-hook followed by the stem Ray after straight stems; thus,

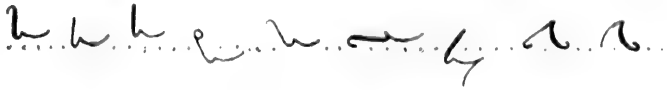


Loafer, lever, mover, paver, river, discover, driver, behavior, engraver.

(156) NER. This termination may be expressed by the stem Ner, or by the N-hook followed by the stem Ar or Ray. The latter method is generally used in writing derivative words; thus,

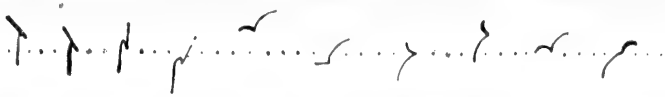
Complain, complainer, fine, finer, turn, turner, mine, miner, clean, cleaner, banner, schooner, minor.

(157) FEN, VEN. The F-hook followed by the stem En is used for the expression of these terminations when preceded by any other straight stems than Ray or Hay, in which case the stems Fen and Ven are used. The stems Fen and Ven, of course, are always used following curved stems; thus,



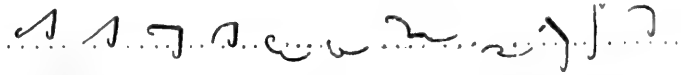
Driven, toughen, divine, spavin, profane, graven, juvenile, Heaven, eleven.

(158) TEL, DEL. For the expression of these syllables following inclined straight stems, always use the stems Tel and Del. In other cases shorten the preceding stem and add El or Lay; thus,



Bottle, pedal, total, chattel, middle, cattle, fatal, vital, metal, ladle.

(159) TEN, DEN. The stem Den is generally used for the expression of the latter syllable, while the principle of shortening the preceding stem and adding to it the stem En, is preferred for the expression of the former syllable. The stem Ten, however, must be used when preceded by *p*, *b*, *t*, *d*, or *m*, in accordance with Section 56.



Warden, redden, garden, laden, flatten, fountain, forgotten, mountain, obtain, tighten, mitten.

(160) TARY, TORY. These terminations are preferably expressed by shortening the preceding stem and adding Ray, rather than by the stem Ter. Note the following illustrations:

Solitary, inventory, territory, auditory, laboratory, secondary, notary, century, sultry, entry, wintry, sentry.

Reporting List of Word-Signs.

(161) The following list of word-signs contains nearly all the more common words of the language which require a special sign. They recur frequently in any kind of literature; the forms given to them are brief and easy, while the full outlines of many of them would be awkward and cumbersome. Their careful study will furnish an invaluable shorthand discipline, enabling the writer to reach a much greater speed with them than without, and they render notes more legible by furnishing absolute distinctions between words which would otherwise conflict. Another great value in their study lies in the ability which it gives the student to form in analogy with them short outlines for many similar words. The student should practise unremittingly on each outline until it can be made automatically and without the slightest effort at recalling.

A

Abundant-ce-ly, Bend(2).
Accept-ed-ation-ance, Spet(3).
Accident-al-ly, Iss-Dent(2).
Advertise-d-ment, Dee(3).
Advance-d, Def(3).
Advancement, Dees(3)-Ment.
Advise, Vees(1).
Affection-ate-ly, Efshon(3).
Annual-ly, Nel(3).
Appearance, Prens(1).
Appliance, Plens(3).
Applicant, Plent(3).
Application, Pelshon(3).
Apprehend-ed, Prend(3).
Apprehension-sive, Pren(3).
Apprensible-ity, Prens(3).
Arrive-al, Ref(1).
Assist-ed-ance, Es-Steh(2).
Astonish-ed-ment, Est(1).
Attract-ed, Ter(3).
Attractive, Tref(3).
Attraction, Tershon(3).
Authority-ative, Thret(1).
Avocation, Veeshon(3).
Affection, Efshon(3).
Affliction, Felshon(1).
Awful-ly, Deftoid(1).

B

Beauty-iful, Bet(2).
Behind, Bend(1).
Behold, beheld, Beld(2).
Belong-ed, Bel(1).
Body, Bed(1) [Voc.]
Brother-hood, Ber(3).

C

Calculate-d-ation, Kel(3).
Certain-ly-ty, Iss-Ret(2).
Charity-itable, Chert(3).
Childhood, Chelt(1).
Children, Chel(2).
Christian-ity, Kren(1).
Circumstance, Stens(3).
Circumstantial-ly, Sten(3).
Citizen, Stee(1).
Clerk, Kler(2).
Combine-ation, Ben(1).
Commence-ment, Ens(2).
Compliance, Plens(1).
Comprehend-ed, Prend(2).
Comprehension-sive, Pren(2).
Comprehensible-ity, Prens(2).

Consequent-ly, Skent(1).
Consequence, Skens(1).
Consequential-ly, Sken(1).
Consistency, Ses-Ten(1).
Constituent, Steh-Tent(1).
Construct-ed, Ster(2).
Construction, Stershon(2).
Constructive, Stref(2).
Contract-ed, Ter(2).
Contraction, Tershon(2).
Contractive, Tertive(2).
Contradict-ed, Dee(1).
Contradiction, Deeshon(1).
Contradictory, Dee(1)-Ket.
Correct-ed-ness, Ker(1).
Correction, Kershon(1).
Corrective, Kref(1).
Count-ed-enance, Kent(3).
Country, Kay(2).
Countrymen, Ken(2).
Countryman, Ken(3).
Cover-ed-ing, Kef(2).
Curious, Kers(3).

D

Danger, Jer(2).
Dangerous, Jers(2).
Dark, Der(3).
Darken-ed, Dren(3).
Darkness, Drens(3).
Defendant, Dee(2).
Defense-sive, Def(2).
Degree, Ger(1).
Delight, Dlet(1).
Delinquent-cy, Dlen(1).
Deliver-ed-ry, Del(2).
Deliverance, Dlens(2).
Denominate-d ion, Den(1).
Derive, Dref(1).
Describe-d, Sker(1).
Description, Skershon(1).
Descriptive-ness, Skref(1).
Direct-ly-ed, Der(2).
Direction, Dershon(2).
Directness, Drens(2).
Distinct-ly-ion, Deest(2).
Distribute-d-ion, Deester(2).
Doctrine-al, Dren(1).
Duration, Dershon(3).

E

England, Ingend(1).
English, Ing(1).
Establish-ed-ment, Est(2).
Eternal-ly-ity, Tren(2).
Evident-ence-ly, Ved(2).
Exact-ed-ly-ness, Sket(3).
Exaggerate-d, Iss-Jert(2).
Examine-ation, Smen(2).
Example, Semp(3).
Exasperate-d-ion, Ses-Pee(3).
Exceeding-ly, Iss-Dee(1).
Except-ed, Spet(2).
Exclude-d, Skled(2).
Exclusion, Skelshon(2).
Excuse-able, Skays(3).
Exist-ed, Ses-Tee(2).
Existence, Ses-Tens(2).
Expand-ed, Spend(3).
Expansion-sive, Spen(3).
Expansible, Spens(3).
Expect-ed-ation, Spee(2).
Expedient-ce, Spet(1).
Expensive, Spen(2).
Experience, Sprens(2).
Experienced, Sprenst(2).
Explain-atory-ation, Splen(2).
Explicit-ly-ness, Spels(1).
Express-ive, Spers(1),
Expression, Spershon(1).
Exquisite-ness, Skays(1).
Extemporaneous-ly, Stemp(2).
Extension-sive, Sten(2).
External-ly, Ster(1).
Exterior, Kayst(2).
Extract-ed, Ster(3).
Extraction, Stershon(3).
Extractive, Stertive(3).
Extravagant-ance, Stref(3).
Extreme-ly, Ster(2).

F

Falsification, Fels-Eshon(2).
Family, Mel(3).
Feature, Fet(1).
Fiction, Efshon(1).
Formation, Fershon(1).
Fortune-ate, Fret (1).
Found-ed-ation, Fend(3).
Frequent-ly, Frent(1).
Frequency, Fren(1).
Furnish-ed-iture, Fren(2).
Future-ity, Fet(3).

G

Generalize, Jens(2).
Generalized, Jenst(2).
Generalization, Jens-Eshon(2).
Generation, Jayshon(2).
Glory, Gel(2).
Govern-ed, Gef(2).
Guilt-y, Glet(1).

H

Happy, Pee(3).
Happiness, Pens(3).
Happiest, Peest(3).
Hereafter, Reft(2).
Hesitate-d-ation, Zet(2)
Hopeful-ly-ness, Pef(3).

I

Idle-ness, Del(1).
Ignorance, Nerns(1).
Ignorant, Nernt(1).
Imagine-d-ary-ation, Jen(3).
Imaginative-ness, Jaytive(3).
Immoral-ity, Merl(1).
Immortal-ity, Mert(1).
Insecurity, In-Skret(3).
Inscribe, In-Sker(1).
Inscription, In-Skershon(1).
Inscriptive, In-Skref(1).
Instinct-ive, Enst(1).
Instruct-ed, In-Ster(2).
Instruction, In-Stershon(2).
Instructive-ness, In-Stref(2).
Intercession, Nets-Eshon(2).
Internal, Ter(1).

J

Jehovah, Jef(2).
Junior, Jer(3).
Jurisdiction, Jers(2)-Eshon.
Justice, Jayst(2).
Justification, Jays-Eshon(2).

L

Large, Jay(3).
Larger, Jer(3).
Largest, Jayst(3).
Length, Ing(3).
Lengthen, Ingen(3).
Lengthened, Ingend(3).
Liberty, Ber(1).
Little, Let(1).
Longer, Ingger(3).

M

Market-ed, Mert(2).
Measure, Zher(3).
Mental-ly-ity, Ment(2).
Mercy-iful-ly, Mer(2).
Might-y, Met(1).
Moral-ly-ity, Merl(2).
Mortal-ly-ity, Mert(2).
Movement, Ment(3),

N

Near-ly, Nerl(1).
Next, Enst(2).
No less, Nels(2).

O

Objection, Beeshon(2).
Objective, Beetive(2).
Obligation, Belshon(2).
Occurrence, Krens(2).
Ordinary-ily, Ard(1).
Organ, Gen(1).
Organization, Gens-Eshon(1).
Organize, Gens(1).
Ornamentation, Ren-Eshon(2).
Owner, Ner(3).

P

Parallel-ed, Prel(2).
Patent-ed, Pet(3).
People-ed, Pel(2).
Perfection, Pershon(1).
Pernicious-ly-ness, Pren(1).
Possible-y-ity, Pees(1).
Poverty, Pef(1).
Practice-cal, Per(3).
Practises, Pers(3).
Practised, Perst(3).
Preliminary, Prel(1).
Present, Pers(2).
Pretty, Pret(2).
Professor, Pref(2).
Profit-ed-able, Preft(1).
Promulgate-d-ion, Mel(2).
Propriety, Per(1).

Q

Quality, Klet(1).
Question-ed, Ken(2).

R

Real-ly-ity, Rel(1).
Realize, Rels(1).
Relate-d-ion, Rel(2).
Relative, Reltive(2).
Religion, Jen(1).
Religious, Jays(1).
Rule-d, Rel(3).

S

Sanguine, Iss-Ingen(2).
Satisfy-ed-actory, Stee(3).
Satisfaction, Steeshon(3).
Savior, Iss-Vee(2).
Scripture-al, Sker(1).
Security, Skret(3).
Set forth, Iss-Tef(2).
Set off, Iss-Tef(1).
Signify-ied-icant-ce, Iss-Gay(1).
Signification, Iss-Gayshon(1).
Significative, Iss-Gaytive(1).
Similar-ly-ity, Iss-Em(1).

Simple-ly-icity, Iss-Emp(1).
Simplest, Iss-Empst(1).
Single-d, Iss-Ing(1).
Singular-ity-ly, Iss-Gler(1).
Situation, Steeshon(1).
Somebody, Semb(2).
Southeast, Iss-Theest(2).
Southern, Iss-Then(2).
Southwest, Iss-Wayst(2).
Speak, Spee(1).
Special-ly-ity, Spee(3).
Splendor, Splend(2).
Spoken, Spen(1).
Spontaneous-ity, Spent(1).
Stenography-er-ic, Steh-En(2).
Strange-ness, Stren(2).
Stupendous-ness, Steh-Pend(2).
Stupid-ly-ity, Steh-Pet(3).
Subordinate-d-ion, Iss-Bee(1).
Subjection, Iss-Beeshon(2).
Subjective-ness, Iss-Beetive(2).
Success-ful, Iss-Kayses(2).
Suggest-ed-ion, Iss-Jay 2).
Suggestive-ness, Iss-Jef(2).
Superintend-ent-ence, Sprent(2)
Superlative-ly-ness, Sprel(2).
Superior-ity, Spee(1).
Supernatural-ness, Spren(2).
Supplication, Spelshon(2).
Suppress, Spers(3).
Suppression, Spershon(3).
Surprise, Spers(2).
Suspect-ed, Ses-Pee(2).
Suspension-sive, Ses-Pen(2).
Suspicion-cious, Ses-Pee(1).
System-atic, Ses-Tee(2).

T

Take, Tee(2).
Take it, Tee(2)-Ket.
Mistake, Ems-Tee(2).
Betake, Bet(2)-Kay.
Overtake, Vert(1)-Kay.
Partake, Pert(2)-Kay.
Retake, Art(2)-Kay.
Undertake, End-Tee(2).
Taken, Ten(2).
Tendency, Tend(2).
Thousand, Ith(3).
Tolerant, Tlernt(2).
Tolerate-d-ion, Tler(2).

U

United States, Enses(1).
Universe-al, Vers(2).
Unless, Nels(1).

V

Virtue, Vert(2).
Visible-y-ity, Vees(1).
Vocation, Veeshon(2).

W

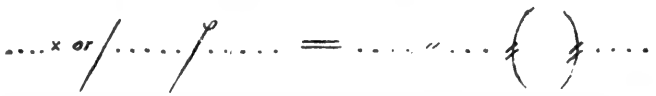
Warrant-ed-able, Wernt(1).
Will-ing-ness, Lay(2).
Woman, Wemen(2).
Women, Wemen(1).
Work-ed-ing, Wer(2).
Workman-men, Wern(2).

Y

Yesterday, Ester(2).
Youngman-men, Yeh-Ingen(2).

Punctuation.

(162) The marks of punctuation used in Shorthand are as follows:



Period, interrogation, dash, underscore, parenthesis.

(163) The minor punctuation marks are generally omitted, but they may be expressed by leaving more or less space between words proportionate to the length of the pause desired to be indicated.

(*a*) A word is designated as beginning with a capital, by underscoring it.

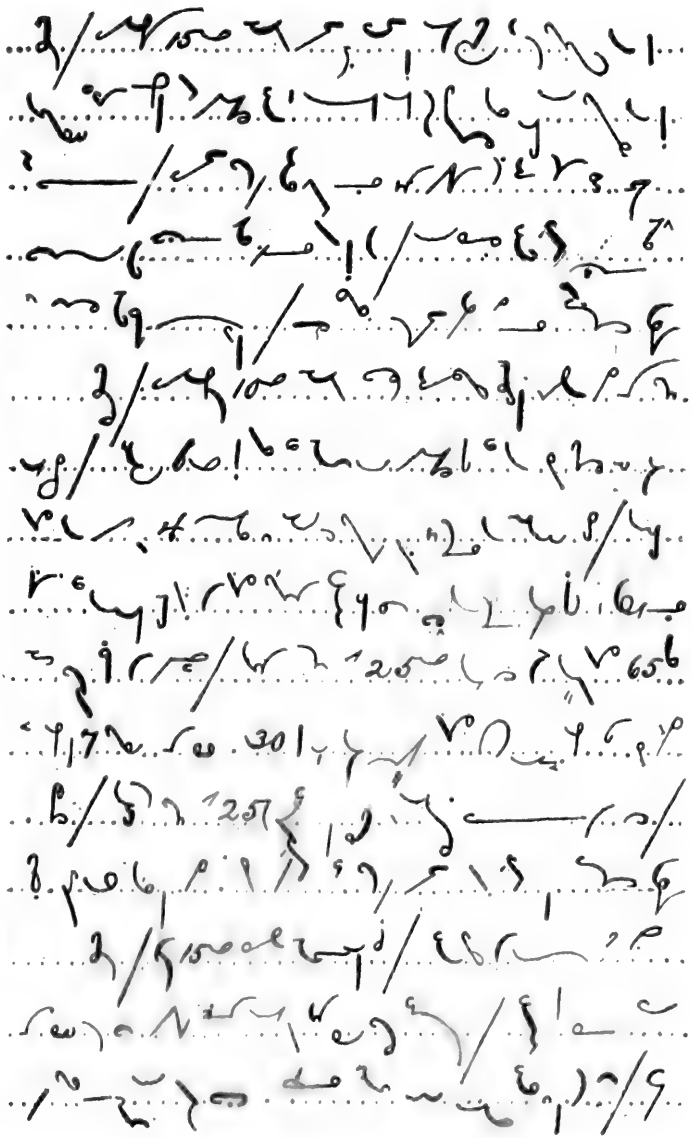
(*b*) Initials are generally written in longhand, and proper names should be fully vocalized.

TO THE STUDENT.

The preceding section completes the presentation of the various principles of the art, and students who have faithfully followed the instructions are now in a position to put their knowledge of the subject to practical use. The principles presented in this series of lessons if put into sufficient practice will enable the student to keep pace with the fastest speaker. The student has now nothing new to learn about the art; he has simply to practice in order to gain speed, as there is hardly any limit to manual dexterity. The student must think in shorthand during the period of his practice in developing speed. While listening to a sermon or a speech he should follow in his mind the shorthand characters for every word uttered, forming a mental picture of each or tracing with his finger the different shorthand outlines.

The secret of expertness in shorthand is the same as in every other line of manual or mental skill. It lies in perfect familiarity with the subject matter, and this familiarity is reached only by wise and intelligent practice. Great skill in any kind of manual craft is reached only by constant and thoughtful practice, a practice which is always on the alert to avoid errors, and to detect and correct them when once made. Haphazard and unthinking practice is productive of more harm than good. One short selection, it matters little what, if practised upon unremittingly until every outline can be made correctly, easily and swiftly, will advance the student much more than weeks of practice from a too rapid dictation of new matter. The correct outlines of the selection should be determined before it is practised upon, and then it should be written over and over again until every phrase is improved upon to the utmost, until each outline is thoroughly familiarized, and until the writing is as legible as longhand.

As soon as the student begins dictation, he should make it a rule to read over everything he writes. This is imperative. He should not allow himself to read hastily or carelessly, but carefully and accurately at every step, and with the utmost painstaking over the smallest and seemingly most unimportant ticks This habit should be resolutely adhered to throughout his whole practice. The student will find that his notes are always legible if well written, though easy reading requires some experience. It is a mere waste of time and energy to write page after page of shorthand from rapid dictation which the student knows he cannot read easily, and is fearful lest he cannot read at all, but he should write slowly and with a confident feeling of his ability to read his notes fluently.



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Key to Commercial and Professional Letters.

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1. Dear Sir:—We are in receipt of your letter of the 15th inst., and in reply regret to say, in regard to advertising in your journal, that our appropriation for advertising for the present year is completely exhausted by the arrangements we have already entered into, so that it will be impossible for us to entertain any proposition for advertising of that character. We regret very much that this should be the case, but you will readily see that we could easily spend a great deal more money than we make on these articles by advertising them. In consequence we have been obliged to make a choice of our mediums and then consider the matter completed. Again expressing our regret that such is the case, we remain, Yours truly.

2. Dear Sirs:—We are in receipt of your favor of the 10th inst., and in reply we must say that we are surprised and disappointed to receive such a letter from you under the circumstances. You have only just commenced doing business with us and have made no arrangements whatever with us for special terms, and yet after your bills have run about four months, you not only are not prepared to pay but you ask us for an indefinite extension. If you had been dealing with us for a long time and had been paying your bills promptly, we would think that you had some grounds for asking for such accommodation, but this is not the case and we cannot favorably consider your request. If you will remit us on the 25th inst. for the amount of your February bills, $65.00, with interest at seven per cent. and will send us a thirty day note for your March bills also including interest, we will accept such a settlement. If we do not hear from you on the 25th we shall be obliged to take measures to enforce the collection of the whole amount. Trusting it will not be necessary for us to take such a step, which we should very much regret being obliged to do, we remain, Yours truly.

3. Dear Sir:—Your favor of the 15th inst. is received and have carefully noted contents. We have placed your name on our list, and will send you our market report weekly in the hope that you will soon favor us with an order. We believe that the time has come when large profits can be made in both grain and stocks, and if you intend to invest we advise you to do so immediately. We would much prefer to have definite instructions regarding these deals, but if you wish to leave your investment to our judgment, we will do our best to make you some money and give you the benefit of our long experience and any information we may receive. We believe that a purchase of wheat at present prices will insure a profit of from ten to twenty cents per bushel within the next fifty days. Hoping you will favor us with a trial order, we are, Respectfully yours.

4. Gentlemen:—Please buy for my account and risk one thousand bushels of grain and on each adverse fluctuation of one-half cent buy as much more as you have already bought. When there is a net profit of ten dollars in my favor for each day that I have been in the market, close all my deals and commence over again by buying one thousand bushels of the same at the then market price and act in the same manner as above directed in the first instance. Continue trading in this manner until otherwise advised by me. I enclose herewith fifty dollars to cover margins. Should more than this be required, please advise me by wire immediately, and oblige, Yours truly.

5. My dear sir:—The case of Ferguson versus The Danville Asbestos Mining Company has been fixed for hearing and is likely to be reached by the Court during the next ten days. I send you this information in order that you may have your witnesses in readiness to respond to our call upon telegram. If there is any change in your address or if you are likely to be absent from your present place of residence during the next ten days for any considerable length of time, please advise us of that fact so that we may be able to communicate with you promptly by wire. It is impossible at this time to state definitely on what day the case will be tried, as there are six or eight cases ahead of this and they may be disposed of rapidly or they may take a greater amount of time. Yours truly.

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